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ABSTRACT

This guide outlines a social studies unit on rights and responsibilities for 4th, 5th, and 6th grade students. A major objective of the unit is to teach children positive and constructive methods for resolving their conflicts within a framework of fairness to all persons concerned. The unit helps students understand why standards, rules, or laws are necessary and how they have been developed to resolve conflicts that arise between individuals and between the individual and society. The major teaching strategies used are directed discussion, small group discussion, and role playing. The five units outlined are Sarnia: A Study of an Authoritarian and Democratic Government, Liberty Under Law, Freedom of Expression, Equal Protection, and Due Process of Law. Objectives, resource materials, and suggested class activities are provided for each unit. The appendixes include the following: (1) Expanded Use of Unit Material, (2) How to Conduct a Mock Trial, (3) A Visit to the San Diego County Courthouse, (4) A Visit to the City Council, (5) Community Resource People for Classroom Visits, (6) Materials for Teaching the Sarnia Unit, (7) Suggested Reading to Supplement Civic Education Books, and (8) a list of Audio-Visual Materials.
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SOCIAL STUDIES UNIT FOR MULTIGRADES 4-5 OR 4-5-6:

RIGHTS AND RESPONSIBILITIES IN A FREE SOCIETY

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RIGHTS AND RESPONSIBILITIES IN A FREE SOCIETY

UNIT OVERVIEW

RATIONALE

The people of San Diego are a part of a continuous, ever-changing political scene. This scene is shared by all people in our community in differing degrees, and it affects each and every citizen as he goes about the task of fulfilling his responsibilities to himself, his family, and the community at large.

All children experience conflict as a natural part of growing up; consequently, it is important to teach children positive and constructive methods for resolving their conflicts within a framework of fairness to all persons concerned. Children must first see a real need and purpose for the existence of justice in their private lives before they can understand that rules, regulations and laws help manage social conflicts. Toward this end, it is important that children be involved in originating, interpreting, enforcing and revising rules and standards which help them in a fair and just way to manage conflicts arising at school, at home, and in the community.

GENERALIZATIONS

The material in this unit is based on the following generalizations:

- In a democracy the purpose of laws is to promote and preserve the basic values of the society, remembering that the laws are made by the people through delegation of limited powers to elected representatives.
- Due process of law in American society pertains to the protection of the individual's rights, and places responsibility on the individual.
- Individual rights are limited to maintain order and justice for all.
- The United States constitutional government provides a framework for the management of conflicts between individuals, between individuals and society, and between groups in our society.

It is the intent of this unit that students will internalize these generalizations through direct classroom experience.

LEARNINGS AND TEXTS

By definition, a society is a group of people who have come together for a common purpose. For the accomplishment of this purpose, it can be assumed that there exists a set of standards, rules or laws, because a society cannot endure unless procedures are developed which make it possible to manage conflicts.

Further, it can be assumed that these standards need not be written down as rules, or codified as laws, but can simply be handed down from generation to generation.

In a rapidly growing and diverse society, conflicts may arise that cannot be solved by the existing rules or laws; and new and innovative rules may be necessary for the society and the individual to exist and flourish.

In this unit, students are provided the opportunity to learn (1) why standards, rules or laws are necessary and (2) how they have been developed to resolve conflicts that arise between individuals, the individual and society, and society and the individual.

The pupils will be provided experiences to manage conflict in the classroom, the playground, and the community at large through the development of procedures, rules or laws that are produced by the students with the knowledge of why rules and laws are necessary and how they help the individual and society reach their common goals.

The UCLA Civic Education Committee has produced three books which deal with civic responsibility: Your Rights and Responsibilities As an American Citizen; Conflict, Politics, and Freedom; and Voices for Justice. Teachers should spend some time studying the introductions of these books. Overviews of the three books are presented below:

Conflicts, Politics, and Freedom. Unit 1 deals with the transition from an authoritarian system to the establishment of a constitutional democracy. In "Sarnia" the pupils are taken back to a situation in which all rules are developed by a single authority, the king. It leads children through an autocratic political society under the leadership of Ugo and Spudnut, on to an oligarch of council elders. When this system fails, anarchy reigns and out of these experiences evolves the idea to rule by the consent of the governed--a constitutional democracy.

Unit 2 shows how conflicts arise in the political world, and that sometimes conflicts cannot be avoided or evaded. These conflicts must be managed by reasonable limitations, using democratic procedures rather than violence.

Unit 3 deals with the management of conflict, emphasizing the various processes in the United States government on the local, state and national level. Actual court cases bring up issues of public controversy and are studied with the view of discovering which techniques can best be applied to resolve the conflict.

Your Rights and Responsibilities As an American Citizen: A Civics Casebook. This book is designed to help pupils develop an understanding of the basic principles of constitutional democracy and of those concepts in the Constitution and the Bill of Rights that help to preserve the essential values of American democracy.

Selections from actual court records, from history and from literature present situations that illustrate fundamental principles of constitutional law. Pupils are asked to identify the concepts and principles

involved and to state their opinions concerning alternate courses of action and their possible consequences. The actual decision of the court, or the management of the conflict, is not presented in the pupils' "casebook" in order to give students the opportunity to analyze the cases for themselves. However, brief summaries of the court decisions are given in the teaching guide.

Voices for Justice. Role-playing situations in democratic procedures, court cases, commission hearing, town meetings, and executive sessions are presented. Pupils discover the processes developed in our society to manage social issues.

Each of these books is accompanied by a teacher's guide. This publication does not attempt to duplicate these published guides; rather it suggests how to implement the program and how local resources can supplement the teaching of the units.

TEACHING THE UNIT

The teacher must have a thorough understanding of his role in the teaching situation in order for the materials described above to be effective. Background reading should include Voices for Justice, pp. 5-6, and Conflict, Politics, and Freedom, pp. 3-5.

Throughout this unit, the teacher has the opportunity to examine the thinking and problem solving processes pupils bring to conflict situations. This examination should result in the teacher's developing more effective strategies for helping pupils develop the skills of citizenship. For this effort to be successful, it is important that three elements of good teaching be present--planning, classroom atmosphere as described below, and evaluation.

Planning for Pupil Experiences

Before initiating this program, the teacher should have a clear idea as to what he wishes the pupils to experience. The behavioral objectives presented in this unit guide and in the textbooks will help make this determination. After deciding the "what" of the classroom program, the teacher should select the "how"--activities which will present the conflicts the pupils will experience and gain skill in managing. Verbal directions are important in helping the pupils get started; however, the teacher must always keep in mind that the more he interprets the situation for the pupils, the less vivid and concrete will be the pupils' own experiences.

Classroom Atmosphere

Pupils must feel free to experiment, to learn from their own mistakes, to interact, and to learn from each other. This can only occur in a classroom in which the teacher encourages children to express their views and to work out their solutions to problems. The teacher encourages the class to establish an atmosphere in which it is safe to venture a variety of opinions.

The pupils must know that the teacher will assist them, but that he encourages them to bring the full force of their own "good sense" to the solution of problems. The decisions which the pupils make may not always be the same ones the teacher would make. Nevertheless, the process the children go through in making these group decisions and the learning that takes place when they live with their own decisions are far more valuable than the decision itself.

Evaluation

Evaluation of the daily lesson and unit hopefully will be an ongoing process tied to class conflicts which arise, with solutions provided by previous experiences with due process. When protection of rights and the opportunity to exercise responsible decisions exist in the classroom, the pupils will come to understand and be committed to the positive aspects of the rights and the responsibilities of citizens under a democracy.

For each day's activities, one or more objectives are stated. The teacher should constantly be aware of these objectives and observe to evaluate whether or not the pupils are achieving the concepts and processes stated in the objectives.

Many activities are suggested for each day; the teacher should select those activities which best enable the pupils to achieve the objectives. If the children do not achieve the objective through a given activity, they should be involved in additional learning experiences.

SECTION A - SARNIA

Sarnia is based upon a unit of study contained in the text Conflict, Politics, and Freedom. In teaching this unit, it is important for the teacher to be aware that the major teaching strategies used are directed discussion, small group discussion, and role playing. The suggestions contained in this guide provide the teacher with other methodology to give balance and variety in the child's learning experiences.

The successful outcomes of this program depend upon a room environment in which children feel safe to experiment with decision-making and have freedom to live with choices they make. This freedom may pose a threat to teachers accustomed to making most of the decisions in the classroom; however if one of the goals of education is to guide students toward decision-making, then teachers must allow them to carry out the judgments they make.

Once the class begins Sarnia, it is recommended that there be freedom to improvise, to interact, to change, and to be creative. Each class will take Sarnia and mold it in the direction they wish to go. As outcomes of the unit, pupils will probably conclude that:

- There is a need to manage conflict.

- A democratic or constitutional government is the best form of government to manage conflict.

However, in some instances this second outcome may never be reached; the students may not wish to form such a government and will rebel at the teacher's attempts to lead them to this outcome. To the teacher then, it can only be stated again: If you believe your purpose is to help guide students toward decision-making abilities, then you, the teacher, must allow them to carry out the judgment they make.

DEVELOPMENT OF SARNIA

The following suggestions have been tried and used with success by many teachers in San Diego City Schools.

In the beginning of this unit, the teacher may wish to play King Rumblebutter, and this approach has met with success. From the position of the king, the teacher can begin as a participant and the focal point of power. As the class moves into Sarnia, the teacher can slowly retire the king to allow the pupils to form their own solutions and not rely upon the king.

This unit guide contains many activities and alternates to use in developing each objective. The teacher will use any one of the activities that fits his teaching patterns and the abilities and interests of the students.

Major Objectives for Section A - Sarnia

1. The pupil will contrast the role of a citizen in an authoritarian government with the role of a citizen under a democratic government.
2. The pupil will compare the process of attaining power in an authoritarian government with the process in a democratic government.
3. The pupil will explain why leaders are necessary and how they can be chosen in an authoritarian government as compared to a democratic society.

Sample Instructional Objectives:

- The pupil will be able to state the type of government used in Elkland and present modern examples of this type of government.
- The pupil will be able to state how leaders are selected in this form of government.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflicts, Politics, and Freedom, pp. 1-2; Teacher's Guide, pp. 14-15

Tape recorder

Text, p. 2; T.G., pp. 15-17

Bulletin board

Bell, drum or any noisemaker;
pupil "Town Crier";
Proclamation

Activities:
(Plan 1)

1. Introduce the unit by using the text and reading pp. 1-2, (or)

Record and play tape pp. 1-2, "Would You Like To Be Ruled by One Man?"

2. Discuss selected questions from "What Do You Think?" Elicit as many responses as you can from the students.

(Plan 2)

1. Introduce the unit by using the bulletin board to display a royal proclamation:
"Hear ye! Hear ye! By order of the King, New Lands across the sea are now open to colonization by nobles, free men, and freedmen. See OLD UGO, Friend of the King.

(signed) King Rumblebutter III
of Elkland"

(or)

Introduce the unit by having a pupil come into the room, ringing a bell and carrying a "Proclamation" under his arm. Have him go to the front of the room and read the proclamation in a dramatic voice; then place the proclamation on the bulletin board.

Chalkboard;
chart paper

Bulletin board;
Student Town Crier

Text, pp. 1-2; T.G.,
pp. 14-17

2. Discuss proclamation. Begin data pool on the chalkboard or chart paper. Elicit such information as:

- Name of country.

- Type of leader and government.

- How did he become king?

- Classes of people such as nobles, freemen and freedman (former slaves).

- Purpose of proclamation.

- Meaning of "colonization".

- Who can go?

- Who is the leader of the colony?

- How did he become the king's friend?

3. At this point the teacher may want to go into "brain storming" the social makeup, the wealth, and the political power structure of the country of Elkland.

(Plan 3)

1. Introduce the unit by displaying a "Proclamation" on the bulletin board or introducing it with a Town Crier. (See Plan 2.)
2. Read or play a tape recording of "Would You Like To Be Ruled by One Man?"
3. Discuss "What Do You Think?" questions.

Sample Instructional Objective:

- The pupil will evaluate the relative importance of needs such as food, clothing, shelter, television, and radio.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Ditto

Chart paper;
chalkboard

Activities:

Have pupils compile a list of supplies for the trip to Sarnia. Originate ditto or use the example in the Appendix, page 91.

The purpose of this activity is to impress the children with the importance of planning ahead for needs the colonists will have, since thorough planning will insure the success of most endeavors. The activity may be preceded with a discussion session in which students give examples of goods and materials colonists would need both during the long trip, and in Sarnia before crops are harvested or supply ships arrive. Suggestions can be listed on chart paper or on the chalkboard.

Remind children of the needs of various occupations; i.e., farmer - 1 plow, 1 cow, etc.

- Have pupils complete the list of needs.
- Have pupils choose the ten most important needs.
- Have pupils rewrite the list of needs and pass it in.
- Give the list to a pupil who has been selected as Old Ugo so that he may approve or change the supplies.

This activity could serve as a classroom experience in language, as another social studies period, or as a home activity in which pupils could enlist help from other family members.

Sample Instructional Objectives:

- The pupil will explain why roles are necessary.
- The pupil can explain why roles need to be defined.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

T.G., p. 7

Activities:

1. Divide the class into basic groups as discussed in the teacher's guide for Conflict, Politics, and Freedom. This can be done by numbering off the children or by providing role cards.
2. Have each group (farmers, shopkeepers and others) meet and discuss the role they will assume in Sarnia. During the discussion the pupils should define their role, explaining what the person does, what he contributes to the group (purpose), and what training and equipment he needs.
3. Have a spokesman from each group report the group's definition of its role to the class.
4. Have the class respond to the statement of each role group.

Sample Instructional Objectives:

- The pupil will explain the criteria for leadership.
- The pupil can explain and provide examples of symbols of office; e.g., Judge and his robes, presidential seal.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Text, pp. 2-4;
tape recorder

Text, pp. 2-4;
T.G., pp. 18-20

Chalkboard;
chart paper;
ditto master

Activities:

1. Read or play a tape recording of "Who Could Rule When the Leader Is Gone?" and "Would You Like To Be Ruled by a Strong, Brave Man?"
2. Hold a classwide discussion of "What Do You Think?" questions.

(or)

Write "What Do You Think?" questions on chalkboard, chart paper, or index cards. Have small groups discuss the questions and bring their thinking back to the total group.

(or)

Hold a class discussion of "What Do You Think?" questions. Stop recording after Old Ugo is washed overboard to discuss "Why people are afraid."

3. Have the class discuss and compare Old Ugo and Spudnut:

-How did each become leader?

-What were the symbols of their office?

This discussion could be facilitated by listing the characteristics of each leader on the chalkboard or on chart paper. A ditto master, Appendix, p. 99, can be reproduced on which pupils can list each leader's characteristics.

Sample Instructional Objective:

- The pupil, when presented with a map, can select a good location for a settlement with regard to topography, water, farmland, easy access to transportation, and natural resources.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Text, pp. 5-6;
tape recorder

Text, p. 6;
T.G., pp. 20-22

Chart paper;
bulletin board

Text, p. 5

Ditto master;
Appendix, p. 131,
this guide

Activities:

1. Read or use a tape recording of "Would You Like To Be Ruled by a Small Group of Men?"
2. Discuss "What Do You Think?" questions.
3. Form a Council of Elders, using the oldest pupils in the class.
4. Develop the roles of the Council of Elders by adding their characteristics to those of Old Ugo and Spudnut. The characteristics of all these leaders can be charted and placed on the bulletin board.

(or)

Have student artists draw pictures showing how they think Old Ugo, Spudnut, and the Council of Elders should look. Have the class pick the pictures they prefer for bulletin board display. (This is a good opportunity to investigate the costumes and customs of the early 16th Century).

(Plan 1)

5. Prepare outline maps of Sarnia which pupils can use to select locations of different types of topography mentioned in the story and the site of the settlements. If only the outline is used, the ditto master on p. 131 of the Appendix may be duplicated and distributed to each pupil.

Overhead projector;
butcher paper,
marking pens

butcher paper,
marking pens;
ditto master

(or)

Make a transparency and a ditto master of an outline map of any imaginary island.

6. Distribute outline maps and have small groups meet to decide the location of topographical features and the site of the settlement. A discussion of the need to locate mountains, forests, farmlands and rivers will get pupils started.
7. Have groups report back to the class, display their maps, and explain their decisions. Have the class select the best.
8. Use the overhead projector to project the class-selected map on butcher paper at least 4 feet square, and have a committee use marking pens to make a large reproduction of the map.

(Plan 2)

5. Prepare a large outline map of Sarnia and ditto smaller duplicate copies for class distribution.
6. Have Council of Elders (see 3.) meet in front of the class and decide which parts of the island should belong to them.
7. Have the class act the part of observers and discuss the meeting of the Elders and give suggestions for improvement.
8. Break the class into small groups. Have each elder distribute dittoed Sarnia maps to a group, and let members of the group select the location of topographical features and the site of the settlements.
9. Have each group choose the place where they would most like to settle.

Sample Instructional Objective:

-The pupil will be able to explain why leaders are necessary.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Text, pp. 6-7;
T.G., pp. 22-23;
tape recorder

Activities:

1. Read or use tape recording of "Do You Need To Have Any Leaders?" pp. 6-7.
2. Discuss selected question from "What Do You Think?" p. 7.
3. Compare change of leadership as accomplished by the Council of Elders and by the settlers.
Discuss:
 - How are they the same?
 - How are they different?
 - Should the people have the right to change their leaders?

Sample Instructional Objective:

- The student can present examples of conflicts that might arise when there is no leadership.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Text, pp. 7-9;
T.G., p. 23;
tape recorder

Activities:

1. Read or use tape recorder to present "How Well Could You Work Together Without Leaders?" pp. 7-9.
2. Discuss "What Do You Think?", p. 9.
3. Stop the tape recorder or reading before the last paragraph and have the class discuss: "What could have been done to avoid this conflict?"

Sample Instructional Objective:

- The pupil can explain why a plan for a change of leadership is necessary.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Text, pp. 9-10;
T.G., p. 10;
tape recorder

Activities:

(Plan 1)

1. Read or use tape recorder and present "A Plan for Choosing and Changing Leaders," pp. 9-10.
2. Discuss the "What Do You Think?" question, p. 10.
3. Have the class form a circle with their desks and hold a meeting of the people of Sarnia.
4. Review the problem of road-building. A question from the teacher may be needed to start the meeting.
5. Make sure the "meeting" discusses these questions:

"What was the solution of the people of Sarnia?"

"What points should the solution (or plan for leadership) cover?"
6. Arrange for a recorder (teacher or pupil) to list ideas offered by the class.
7. Review listening and discussion standards.

8. Review the ideas offered by the class, then read or play the tape of the story, (see 1.a) so that the children can compare their ideas with the ideas offered by the people of Sarnia. Have the children choose the features they like best from both plans and form one list.

(Plan 2)

1. Read or use tape recorder to present the story (see 1.), but do not read the list on p. 10 to the class.
2. Have the class brain-storm a list of ideas that could be used to form a plan for choosing leaders.

List the ideas on the chalkboard on chart paper, or on butcher paper.

3. Read the list made by people of Sarnia and compare it to the list made by the class.

Chalkboard; chart paper;
butcher paper

SECTION B - LIBERTY UNDER LAW

Major Objectives for Section B - Liberty Under Law

1. The student will be able to state why laws are necessary and how they help people to lead predictable lives; how they protect individual freedoms, promote the expression of individuality, provide equality of opportunity, and enable a society to resolve its conflicts.
2. The student, when presented with a group of laws, will be able to analyze them and judge their effectiveness.
3. The student will be able to explain why the people delegate authority to their representatives.
4. The student will be able to provide examples that demonstrate the reasons for placing constitutional limits upon executive, legislative, and judicial power.
5. The student will be able to contrast the purpose and long-range effect of a constitutional government to a situation where rules or laws are made up by a few.
6. The student will be able to write a law that can be evaluated and used at school, at home, or in the community.
7. The student can explain the need for open debate in the resolution of conflicts dealing with government allocation of resources.

Sample Instructional Objective (Section Objective 1):

-The pupil will state how laws limit individual behavior so that people lead predictable lives.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
pp. 1-2; tape recorder

Chart paper;
chalkboard;
index cards

Decks of cards
Rights and Responsibilities,
T.G., p. 10

Rights and Responsibilities,
T.G., pp. 10-11;
chart paper;
chalkboard;
index cards

Activities:

1. Read or play tape of sections 1 and 2 of "A Children Island," pp. 1-2.
2. Have class discuss "What Do You Think?" questions, p. 2. Questions may be presented on chart paper, chalkboard, or index cards.
3. Ask a group of pupils to play a game that none of them knows, using a deck of cards or any other device such as a ball, rope, or chair. The remaining pupils will act as observers. (Discuss the role of participant observers with the class.)
4. After the enactment, lead a class discussion using the questions on pp. 10-11 of the teacher's guide. The questions may be presented on chart paper, chalkboard, or index cards.

(or)

Use several decks of cards, and pick pupils to enact the situation. (See 3.) Give limited rules to some students and then discuss their problem or solutions.

Sample Instructional Objective (Section Objective 1):

-The pupil can provide examples showing how laws provide for the protection of equality of opportunity.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 11-12;
chalkboard;
chart paper;
overhead projector

Rights and Responsibilities,
p. 56; tape recorder

Voices for Justice,
T.G., pp. 37-44

Voices for Justice,
pp. 38-47

Activities:

(Plan 1)

1. Discuss questions under C. Presenting the questions to the class by writing them on the chalkboard or on chart paper, or by using the overhead projector, allows for small-group discussion.
2. Have group leaders report the results of their groups' discussions to the class.

(Plan 2)

1. Read or use a tape recording of Colorado Anti-Discrimination Commission vs. Continental Air Lines, Inc., p. 56.
2. Discuss questions under C. (See item 1 under Plan 1.)

(or)

Follow instructions in teacher's guide, Voices for Justice, pp. 37-44 for discussing the case. (The teacher can choose to use other case studies from Unit IV - Equal Protection of the Law, Civics Casebook, for class or small-group discussion. Since this section will be used later in the unit for in-depth study, only a few of these cases should be used.)

3. Follow "Instructions for Role Playing," pp. 38-47, Voices for Justice to initiate a role-playing class activity. (This will take more than one day.)

Sample Instructional Objectives (Section Objective 1):

- The pupil can explain how laws protect individual freedoms and promote individuality.
- The pupil will be able to write a law that provides for the protection of individual rights.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 14-15

Chalkboard;
chart paper;
index cards

Activities:

1. Direct a classwide discussion of the questions under E.

(or)

Write the questions on the chalkboard, on chart paper, or on index cards to use for small-group discussions. Have a spokesman from each group report his group's conclusions to the class.

(or)

Structure the discussion by making up a ditto using selected cases from Civics Casebook which illustrate laws that have restricted individual freedoms, together with the discussion questions under E, pp. 14-15, teacher's guide.

2. After the pupils have finished any one of the above activities, have each one write a law that protects the right of the individual to live where he chooses.
3. Have the laws read to the class; then have the class discuss which ones they prefer.
4. The teacher, at this point, should not evaluate the laws, just collect and save them until the discussion on guidelines for effective laws, Days 5 and 6.

Sample Instruction Objective (Section Objective 1):

-The pupil can explain how laws promote individual expression.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 16-18

Ditto masters,
problem cards

Activities:

1. Use the questions, pp. 16-18, for class-wide or small-group discussion. (See Activity 1, Day 2.)

(or)

Divide the class into groups and distribute dittoed sheets or problem cards with the following discussion topics:

- Suppose you have a law protecting you from being tortured to make you confess to a crime. Would this be a protection you would like? Why?
- Suppose you have been accused of stealing bubble gum. You are kept after school and told you will stay until you confess. Would this be fair? Why or why not?
- Suppose a criminal knows where a kidnapped child is being held and he won't tell. The child is in danger of being killed. Should the police be allowed to torture him to make him talk? Why or why not?
- Suppose a person knows where an atomic bomb has been hidden and is about to explode and destroy the city. Should the authorities have the right to torture him to make him talk? Why or why not?

(The teacher may wish to make up other "supposes" and use them with the class.)

2. Conclude with a discussion aimed at drawing out the conclusion that laws should protect the individual's rights, but must be balanced against the welfare of society.
3. Have each pupil write a law which protects the individual from being tortured by authorities.
4. Have the laws read to the class. Have the class choose laws which they prefer.
5. Collect and save the laws until the class discussion about guidelines for effective laws, Days 5 and 6.

DAYS 5 and 6

Sample Instructional Objective (Section Objective 2):

-The pupil can provide a list of guidelines which analyze the effectiveness of laws.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
pp. 1-6; tape recorder

Rights and Responsibilities,
T.G., p. 18

Rights and Responsibilities,
T.G., pp. 18-19

Activities:

1. Read and discuss all of "A Children's Island." Either the teacher or the pupils may read, or a tape may be used.
2. Elicit from the students the seven guidelines for effective laws listed in the teacher's guide, p. 18.

(or)

Set up role-playing situations that will demonstrate each of the guidelines. See p. 19, teacher's guide, for examples.

3. Pass back the laws pupils wrote, Days 3 and 4. Have students evaluate their laws, using the guidelines.
4. Have pupils rewrite their laws using the the guidelines.

DAY 7

Sample Instructional Objective (Section Objective 2):

-The pupil will be able to evaluate class standards and/or school rules, using the guidelines for effective laws.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Chart paper
chalkboard
dittoes

Student handbook

Activities:

1. Place the room standards on the chalkboard or chart paper or distribute dittoes.
2. Have the class evaluate the classroom rules using the guidelines for laws.
3. Distribute a list of school or playground rules.
4. Have class evaluate these rules using the guidelines for laws. Activities 1 and 2 will lend themselves to individual or committee work.

Sample Instructional Objective (Section Objective 3):

- The pupil can explain and provide examples of how education of the people can provide for wiser decision with regard to laws.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.O., pp. 19-20

Rights and Responsibilities,
T.O., pp. 20-22

Film: You Are There:
Salem Witch Trials

Activities:

Use the questions under III A, to lead a class discussion.

Read and discuss the cases using questions under III B and C in the teacher's guide. This can be done as a classwide activity or as a small group activity. Have small groups discuss the "What Do You Think?" questions after each case study.

Show film. Discuss the film using the discussion questions under III B.

Sample Instructional Objective (Section Objective 3):

-The pupil can state how the people delegate authority to elect representatives.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.O., pp. 22-24

Film: True Story of an
Election

Registrar of Voters
Congressman
State Assemblyman
Senator
Mayor/Councilman
League of Women Voters
Poll worker

Activities:

1. Use the question under IV A and B to lead a class discussion.
2. Show and discuss the film which comes as a complete film kit with a teacher's guide and student books. It is a secondary film, and may be difficult to obtain.

These materials are worth a large block of class time, and it is the teacher's responsibility to adapt them to the needs of the particular class. It is suggested that the end of the film not be shown, but that the class vote for the candidates and tally the votes.
3. Follow the film by a class discussion. See the teacher's guide that accompanies the film.
4. Either the class discussion or the film showing can be followed by a discussion about class and school elections.
5. Invite a resource person from the community to speak to the class about the election process. Before the speaker comes, discuss the concept of delegated authority, and perhaps have pupils write questions to ask the speaker.

Sample Instructional Objective (Section Objective 4):

-The pupil can provide examples of why there is a need for constitutional limitations upon legislative power.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 24-25

Rights and Responsibilities,
pp. 11-14

Film: Revolt in Hungary

Activities:

1. Have a class discussion covering the questions under IV C.
2. Have students role-play situations as discussed under IV C, teacher's guide.
3. Read "A Flogging at Sea" and discuss with pupils how such a situation could have been allowed to exist. Have students suggest how the captain's power could have been limited.
4. Use selected questions from "What Do You Think?" p. 14.
5. Use the discussion on p. 25, teacher's guide, to introduce the film.
6. After viewing the film, elicit from the pupils reasons for the revolt and how the people might have made changes in the government in a non-violent way.

Sample Instructional Objective (Section Objective 5):

- The pupil can explain the need for constitutional limitations upon governmental agencies for the protection of the individual.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 26-29

Activities:

1. Have a class discussion covering V-A, B and C.
2. Have pupils express their ideas about the following:
 - Why should a society or a country have a basic set of rules for government (reasons for a constitution)?
 - Who should have the power to change these basic rules?
 - Who or what should decide if these basic rules are being violated by the people or the government?

Before holding the general discussion, the teacher may wish to have small groups meet first to discuss these areas. This would give the pupils a chance to present ideas for small-group discussion, then choose the strongest solutions.

Pupil responses can be used as an assessment of unit objectives. Some possible responses to the reasons for having basic rules of government could be:

- Rules protect the individual from job discrimination.
- Rules protect the individual from being forced to confess to a crime.

Chart;
chalkboard;
butcher paper

Film: Bill of Rights

-Rules insure a non-violent change of leadership.

-Rules protect the rights of the minority.

(or)

Brainstorm to elicit pupils ideas about the questions and record the answers on a chart, chalkboard or butcher paper. Student responses could be used to assess unit objectives.

3. Follow the use of the film with a discussion on the need for a constitution; how it can be changed; and the system used to insure that constitutional rights are being protected.

DAY 12

Sample Instructional Objective (Section Objective 6):

-The pupil will be able to write a constitution and compare its effectiveness with the Constitution of the United States.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Activities:

For the next few days the class will, step by logical step, write a constitution for Sarnia.

1. Break the class into groups, each group representing a settlement of Sarnia. Have each group write out plans for choosing a leader for Sarnia.
2. Let the class discuss the plans and choose the one they think is best.

Conflicts, Politics,
and Freedom, pp. 11-13;
tape recorder

3. Read, or play a tape recording of "Should One Leader and His Helpers Rule?" and "Should Your Leader Be Able To Change or Make Any Laws He Wants To?"
4. Review the class-chosen plan for choosing a leader in the light of the new information provided. The pupils will probably want to amend their plans. Let them.

DAY 13

Sample Instructional Objectives (Section Objective 6):

- The pupil will evaluate laws written by the leader.
- The pupils will be able to elect a leader according to their constitution.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Activities:

1. Have the class elect a leader of Sarnia according to the rules formulated the day before.
2. Have the new leader select helpers.
3. Have the new leader and his helpers bring their chairs to the front of the room. While they make up laws for Sarnia, the rest of the class observes the proceedings. (During this role playing, the teacher may wish to place a vacant chair beside the leader so that any citizen of Sarnia may come forward and voice his opinions about a law that is being made.)
4. After the laws are drawn up, have the citizen-observers evaluate the laws.

Conflict, Politics
and Freedom, pp. 14-16

5. Lead the pupils to the realization that they need a constitution.

Pupil reaction to these laws will vary from complete acceptance to complete rejection. If the children reject the laws, they will probably demand a constitution at once. If the laws made by the leader are accepted, use the following techniques:

- Have the class discuss why they think the laws are acceptable. This discussion should lead to realization that the new leader will be the law-giver, law-enforcer, and judge--which should remind them of Old Ugo, the king.
- Read "What Are Some of the Jobs You Would Want Leaders of Your Country To Do?" This should lead the class to demand a change.
- Present the leader with a "Problem Card" that will force him to take away a basic right from the citizens. This type of situation should lead the children to see a need for a larger set of basic rules that preserve basic human rights.

Sample Instructional Objective (Section Objective 6):

- The pupil will develop skill in the writing of laws or rules applicable to the solution of problems.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflict, Politics, and Freedom, pp. 16-18

Conflict, Politics, and Freedom, pp. 70-76

Conflict, Politics, and Freedom, pp. 44-55

Activities:

1. Again, form the class into settlements, and have each settlement write a constitution for Sarnia and present it to the class. The class will choose the best parts of each.

(or)

Pick a small group of pupils to write the constitution.

Reading "The Settlers Form a Government with Three Parts" will help the constitution writers break down their constitutions into at least three parts.

2. Read and discuss "An Adaptation of the Declaration of Independence for Students."
3. Read and discuss "Why Do We Often Come to Better Decisions When We Hear Different and Conflicting Points of View?" This section presents a constitutional debate on representation and voting rights. Discuss "What Do You Think?" questions after each section.
4. As a role-playing activity, have children take the parts of the constitutional representatives and debate each section.
5. Have the class debate the following:
 - Who should have the right to vote?
 - How should representatives be chosen?

Sample Instructional Objective (Section Objective 6):

-The pupil will analyze and evaluate laws.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflict, Politics,
and Freedom, pp. 17-18

Activities:

1. Have pupils read, debate and approve the constitution of Sarnia.
2. Have the class evaluate the constitution according to criteria given earlier.
3. Have class leader appoint judges.
4. Review the material on the judicial branch of government in "The Settlers Form a Government in Three Parts" and discuss question 4 in "What Do You Think?"

Sample Instructional Objectives (Section Objective 7):

- The pupil can state why open debate of conflicts can provide for better solutions.
- The pupil can explain the purpose and reasons for pressure groups.
- The pupil can provide examples of how a pressure group can be a help in finding solutions to conflicts.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflict, Politics, and Freedom, pp. 18-20

Conflict, Politics, and Freedom, pp. 34-43

Conflict, Politics, and Freedom, pp. 18-20

Activities:

1. Read and discuss "The Argument Over the Mill."
2. Elicit reasons why some of the legislators would agree with the plan for the mill while others would not.
3. Have pupils suggest or find examples of pressure groups working in our government today.
4. (Optional) Assign independent research covering the material on pp. 34-43. Elicit from students why it is not a good idea for judges to take part in such debates.
5. Have Sarnians form groups according to occupations.
6. Hand out a ditto that outlines the conflict situation over the building of the mill and ends with the "What Do You Think?" questions.

Ask each group to decide why the building of the mill will (or will not) be a good thing.

-Who will the mill help the most?

-Who will not be helped by the mill?

-Where should the money come from to pay for the mill?

-Should they, as farmers, woodcutters, shipbuilders or shopkeepers support the building of the mill?

The "What Do You Think?" questions may help the groups decide on their positions.

7. Review "The Argument Over the Mill." Compare the positions taken by the occupational groups in the story with the positions taken by the classroom groups.
8. "Sources of Conflict" contains many case histories suitable for independent research.

Conflict, Politics,
and Freedom, pp. 30-60

SECTION C - FREEDOM OF EXPRESSION

Section C places major emphasis upon freedom of expression and the laws that protect this right for the individual, while pointing out the difficulty of balancing this right of the individual against the general welfare of society. This section begins with the debate over the mill in Conflicts, Politics, and Freedom, then moves into Unit II of your Rights and Responsibilities as an American citizen: A Civics Casebook.

Major Objectives for Section C - Freedom of Expression

1. The pupil can explain the need for open debate in the resolution of conflicts dealing with government allocation of resources.
2. The pupil will explain the need for some reasonable restrictions upon freedom of expression and the difficulty of balancing freedom of expression against other needs of society.
3. The pupil will demonstrate by example the need for protecting the right to freedom of expression from laws that suppress freedom of expression.

Sample Instructional Objective:

-The pupil can explain why all people should have the opportunity to discuss a conflict before a solution is reached.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflict, Politics, and Freedom, pp. 21-22

Activities:

1. Read and discuss "Do This! Do That!"
Discuss "What Do You Think?" questions.
2. Have a representative of each occupation group present positions taken on the mill the previous day by their group.
3. Allow the class to debate each position and decide on a plan that will be best for all groups.
4. Review the decision made by Sarnians (see Activity 1). Elicit from the pupils why it is important that all groups should have the right to express their feelings on important decisions in a society.
5. Have pupils suggest how the right to expression for all citizens can be guaranteed.

Sample Instructional Objective:

-The pupil will be introduced to freedom of expression.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.O., pp. 30-31

Rights and Responsibilities,
pp. 31-32

Activities:

1. Guide a class discussion using questions under VI A.
2. Review ways to gain leadership positions as done in Elkland, early Sarnia, Sarnia, classroom, school, and San Diego.
3. Guide a class discussion using questions under VI B (to 1 a).

The above activities can be used to evaluate unit objectives by observing pupil responses.

Sample Instructional Objective:

- The pupil can provide examples of how freedom of speech has been suppressed in the past.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Appendix,
pp. 108-110

Rights and Responsibilities,
T.G., pp. 33-35

Activities:

1. From the film list in the Appendix, choose the film which best illustrates the instructional objective.

(or)

Assign the case studies under 1 a to different groups of pupils. After each group reports to the class, have a general class discussion using the questions in the teacher's guide.

2. Elicit from the pupils:

-Why do some people wish to control what others think, say, write or read?

-How have laws controlled what people think, say, write or read?

-Why should you have the right to say, think, write or read anything you wish?

3. After pupils have written a law protecting their freedom of expression, have them evaluate it. Use guidelines for good laws p. 18, Rights and Responsibilities teacher's guide.

The law-writing activity can be a class endeavor, led by the teacher, with results recorded on the chalkboard or on chart paper, or it can be carried out by a committee or by individuals.

4. Compare the pupil-written laws with Article 1 of the Bill of Rights.

DAY 4

Sample Instructional Objective:

-The pupil will state how freedom of expression acts as a safety valve in a democratic society.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Films:

Bill of Rights in Action:
Freedom of Speech

Speech and Protest

Censorship: A Question
of Judgment

Mightier than the Sword

Price of Freedom

Activities:

View and discuss a film (or films) with the pupils.

The majority of these films can be stopped at many points to allow pupils to discuss the conflicts raised and to put forth possible solutions to these conflicts.

Sample Instructional Objective:

- The pupil can state that freedom of expression is not an absolute right; it must be balanced with reasonable restriction so that the interests of all people are protected.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 35-37

Rights and Responsibilities,
pp. 18-26; 36
Conflicts, Politics,
and Freedom, pp. 46-49

Chalkboard;
chart paper

Activities:

1. Guide a class discussion using questions under 1 b.

Encourage pupils to view freedom of expression as a right of the individual but not as an absolute right; rather, one that must be governed by the principles of time and place.

2. Follow the discussion by having pupils read selected case studies dealing with freedom of expression.
3. Discuss the difficulty of enforcing laws that abridge the right to freedom of expression.
4. Elicit pupil responses to the question: "When should a government restrict the right to freedom of expression?"

Possible responses may be:

- Always
- During war
- During riots
- During an emergency
- Never

List the responses on the chalkboard or chart paper.

Rights and Responsibilities,
T.G., pp. 35-37

See references listed
for item 2

Rights and Responsibilities,
T.G., p. 37

5. After discussing the examples of free expression listed under 1 b, encourage students to discuss the need for laws that limit freedom of expression, but only in relationship to time, place and intent.
6. Choose selected case studies to help support a need for balance between individual rights and the general welfare of the society.
7. Conclude with a discussion of the difficulty of enforcing laws that abridge freedom of expression using suggestions under 1 c.

SECTION D - EQUAL PROTECTION

Major Objective - Section D

The pupil will be able to explain the need for equality of opportunity by presenting evidence of the results of restricting this right and of how laws are needed to balance the individual's rights against the needs of the society.

DAY 1

Sample Instruction Objective:

- The pupil will be able to state how laws provide protection to the individual so that the individual is not discriminated against in his civil and public life.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 44-45

Rights and Responsibilities,
pp. 48-56

Activities:

1. Guide a discussion of the questions in Unit IV. *(This activity can come before or after case studies, Items 2 and 3.)
2. Select appropriate case studies and assign each to a small group for reading and discussion. Groups can be constituted to allow each to investigate one of the following:

- Voting rights
- Equal education
- Right to live where you choose
- Equal rights in business
- Equal opportunity for employment

*The films suggested under Unit IV in the teacher's guide are not appropriate for use at the elementary level, and only three, "With Liberty and Justice for All," "A History of the Negro in America," and "Women Get the Vote," are available at IMC. However, some teachers may show the films and find them useful, depending upon the maturity and ability level of the class.

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These questions can be used to introduce the activity:

-Should you have the right to work or live where you want to?

-How could you protect this right?

-Has this right always been protected? For all people?

3. To conclude the case studies, have each group discuss the "What Do You Think?" questions related to its case.
4. If the guided discussion (Item 1) is not scheduled for this point in the lesson, have the class identify the problem in each case study, the solutions, and the consequences of these solutions with respect to the children's own rights.
5. Any of the above activities may be concluded by having the class write a law protecting the right to equal opportunity and comparing the class-written law with the 14th ammendment of the Bill of Rights. (Or the law-writing activity may be done independently.)

Sample Instructional Objective:

- The pupil can explain what equality, discrimination and segregation mean and why laws that provide for individual equality and protection from discrimination are difficult to enforce.

The teacher's guide for Rights and Responsibilities contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Rights and Responsibilities,
T.G., pp. 45-46

Activities:

1. Follow the previous day's case studies with a discussion using the questions under 3 b.
2. Encourage pupils to make up definitions for equality, discrimination and segregation.
3. Discuss problems of enforcing equal opportunity laws. Ask the pupils to give examples of how discrimination and segregation might affect them personally; then have them suggest possible solutions to each example.

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SECTION E - DUE PROCESS OF LAW

This section, perhaps the richest in the unit in resources and pupil activities, provides the teacher with an opportunity to be creative in using all types of methodology. Such creative planning will, in turn, provide the pupils with opportunities to participate in simulation, role playing, research, and group or class discussion; to participate in mock trials, view films, and take field trips.

More material is available than can possibly be covered in any block of time provided during the social studies period. Because of this richness, the teacher will be presented with a challenge to be selective, yet expose the pupils with as many experiences related to the American judicial process as possible.

Teachers may approach this section in one of two ways:

PLAN I. Introduce the section with a series of activities based on the experiences of the people of Sarnia (see p. 51), then select activities from the Rights and Responsibilities teacher's guide, pp. 47-87, that support the instructional objectives for the section and meet the interests of the class. Selected activities in Plan II may also be used.

PLAN II. Introduce the section with a series of activities based on the experience of the people of Sarnia (see p. 51). Continue with activities as outlined on pp. 51-57.

Plan I and Plan II are both designed to achieve the following instructional objectives:

- The pupil will be able to provide examples of delegated police powers.
- The pupil will be able to explain how inadequate police powers or rules can restrict individual rights.
- The pupil will be able to explain why the police are given certain powers and why these powers are limited.
- The pupil will be able to state why society has appointed a governmental agency with powers to regulate individual lives and property.
- The pupil can compare the lack of police power to a situation of too much police power, and explain the consequences of each in relation to the individual and to society as a whole.
- The pupil will be able to list and explain the limitations placed by law upon the police and give examples of why these limitations are necessary to insure the rights of the individual.
- The pupil will be able to explain and give examples of the need for laws limiting the arresting powers of the police to incidents of "probable cause."

- The pupil will be able to present solutions that show a need to have laws that require warrants for the arrest of the individual, and examples that show how such laws may be impractical in certain well-defined instances.
- The pupil will be able to explain or present examples that show a need for laws limiting the police power to search and seize individual property.
- The pupil will be able to explain why the individual needs laws to protect him from self-incrimination.
- The pupil will be able to explain how the right to counsel protects the individual when dealing with the police.
- The pupil can state and present examples of the need for the writ of habeas corpus and how this right protects the individual.
- The pupil will be able to explain that it is the function of the courts to provide fair hearings and to protect the citizen from being deprived of life, liberty and property.
- The pupil will be able to explain why the individual should have the right to be informed of the charges against him; to obtain counsel, a preliminary hearing, a speedy and public trial, and a trial by jury; to confront witnesses; the privilege against self-incrimination; and to be protected against cruel and unusual punishment.
- The pupil will provide examples of the consequences of these rights being denied.
- The pupil will compare and contrast the functions, responsibilities and duties of the officers of the court.
- The pupil will be able to explain the process and steps taken under due process.

INTRODUCTORY ACTIVITIES - PLAN I and PLAN II

Sample Instructional Objective:

The pupil will explain the duties and functions of court officers.

The teacher's guide for Conflict, Politics, and Freedom contains many valuable teaching suggestions. Listed below are additional helpful activities.

Materials:

Conflict, Politics,
and Freedom, pp. 23-24;
tape recorder

Chalkboard;
chart paper

Activities:

1. Read or play a tape recording of "A Fair Hearing."
2. Discuss "What Do You Think?" questions.
3. Follow the discussion by having the class answer these questions. List the answers.
 - What are the duties and responsibilities of the police?
 - What are the duties and responsibilities of the courts?
 - What roles are assumed by individuals in the judicial process, i.e., lawyer, judge, court clerk, etc.?
 - What rights should the individual have when confronted by the police?
 - What rights should the individual have protected when confronted by judicial power?

PLAN II

Plan II's suggestions for teaching Due Process are familiar to upper grade teachers; they are based on small group or committee investigation, research, and presentation to the total class. Many topics are presented for small group research and many activities are suggested for conducting this research. However, there

are no specific suggestions as to how the groups will present their findings. This should be a joint pupil-teacher decision which can involve such methods as oral presentations, charts, role playing, pictures and reports. No one method of sharing the learnings of the groups will work. Only the classroom teacher will know which method will best help the class.

Plan II has been divided into two parts, Law Enforcement and The Judicial Process. Only one model, Law Enforcement, is presented in detail. From this example, the teacher will be able to mold activities for The Judicial Process to the pupils' abilities and interests. The length of time devoted to both Law Enforcement and The Judicial Process will be decided by the teacher.

At any time during the Law Enforcement study the class may wish to invite the Safety Patrol Officer or a Community Relations Officer to visit the room and discuss the role of the police in the community.

LAW ENFORCEMENT - OBJECTIVES AND ACTIVITIES

The questions on pp. 48-50 in the Rights and Responsibilities teacher's guide can be adapted to a guided classwide discussion covering the need for law enforcement and the delegation of specific powers to the police. Some of this material will have been covered previously, and pupils should be able to quickly list duties of a policeman. The class can then be divided into two main areas and many subsections each assigned to cover specific material and objectives. These areas, subsections, objectives and activities designed to accomplish the objectives are outlined below.

1. THE NEED FOR LAW ENFORCEMENT

Objective: The pupil will be able to state why society has appointed a governmental agency with powers to regulate individual lives and property.

a. Inadequate Law Enforcement

Objective: The pupil will be able to explain how inadequate police powers or rules can restrict individual rights.

Activities:

- (1) The film, "The Oxbow Incident," presents a situation in which mob violence and lack of law enforcement leads to a disastrous situation.
- (2) Have pupil groups read "A Children's Island," Rights and Responsibilities, pp. 2-6, and "The Ku Klux Klan Rides," pp. 59-60. Discuss the "What Do You Think?" questions.
- (3) Make up a role-playing episode based on the playground bully's refusal to play by the rules. Discuss the questions:
 - What should you do as a player?
 - How can you make the boy play by the rules?

b. The Extent of Police Powers

Objective: The pupil will be able to explain why police are given certain powers and why these powers are limited.

Activities:

- (1) Reproduce the questions under 2, p. 51, Rights and Responsibilities teacher's guide, using a ditto, a chart, or index cards.
- (2) Have the group of pupils assigned to this subsection record their answers to the questions and formulate more questions of their own.
- (3) Make an appointment with the school Safety Patrol Officer and send the group--or a committee from the group--to invite him to class.
- (4) Have the group interview him, using the questions formulated under item (2).

c. The Powers Granted to the Police Are for the Purpose of Implementing Law While Preserving Individual Freedoms.

Objective: The pupil will be able to state why society has appointed a governmental agency with powers to regulate individual lives and property.

Activities:

- (1) Use the question under 4, p. 52, Rights and Responsibilities teacher's guide to lead a class discussion. Pupils should be able to point out that police protect lives and property and insure domestic tranquility.
- (2) Parts of "Sarnia" and "A Children's Island" could be used to teach this objective.

d. Police Powers Can Become Repressive

Objective: The pupil can compare the lack of police power to a situation of too much police power, and explain the consequences of each in relation to the individual and society as a whole.

Activities:

- (1) Have pupils read "The Telescreen," Rights and Responsibilities, pp. 61-62, list the basic rights denied in the case study, and discuss the "What Do You Think?" questions.
- (2) Show a film, or films ("America's Foundation of Liberty," "Day of Thanksgiving," or "Great Rights"). Use the discussion questions under 6, p. 53, Rights and Responsibilities teacher's guide.

- (3) Show filmstrip (Fs 323.4 "Laws That Protect People from People" and/or Fs 323.4 "What Happens When an Arrest Is Made"). Discuss the filmstrip using the questions listed in (2).

2. THE NEED TO LIMIT POLICE POWERS

Objective: The pupil will be able to list and explain the limitations placed by law upon the police and give examples of why these limitations are necessary to insure the rights of the individual.

a. Laws of Arrest

Objective: The pupil will be able to explain and give examples of the need for laws limiting the arresting powers of the police to incidents of "probable cause."

Activities:

- (1) Assign the case studies listed on pp. 54, 55, 56 and 57, Rights and Responsibilities teacher's guide, for reading and discussion.
- (2) Have pupils make up a definition of "probable cause."
- (3) Have pupils write a law that requires "probable cause" for arrest. Compare their law with the 4th Amendment.
- (4) Have pupils define when a person is under arrest.
- (5) Have different members of the group research problems that develop when police use an informer, wire-tapping, or suspicious actions as grounds for arrest.
- (6) Show Fs 323.4 "What Happens When an Arrest Is Made." Discuss the filmstrip using questions under 1, pp. 54-59, Rights and Responsibilities teacher's guide.

b. Requirement of a Warrant

Objective: The pupil will be able to present solutions that show a need to have laws that require warrants for arrest of the individual, and examples that show how such laws may be impractical in certain well-defined instances.

Activities:

See Rights and Responsibilities teacher's guide, p. 60, for hypothetical situations, the texts of which can be reproduced on a ditto, chart paper, or index cards. This allows pupils to study the problems and propose possible solutions.

(or)

Prepare for a role-playing situation using the situations from Rights and Responsibilities or others proposed by the pupils.

Encourage pupils to generalize that there is a necessity for having laws that require warrants; yet in some instances the requirement for an arrest warrant may be impractical.

c. Laws of Search and Seizure

Objective: The pupil will be able to explain or present examples that show a need for laws limiting the police power to search and seize individual property.

Activities:

- (1) Assign the case studies listed under 3 (a), (b) and (c), pp. 60-61, Rights and Responsibilities teacher's guide, to the committee or to different members of the committee for individual research.
- (2) Have pupils apply what they have learned to writing a variety of laws protecting individuals from illegal search and seizure. Compare the pupil-written laws with the 4th Amendment.

d. Laws That Provide Protection from Self-Incrimination

Objectives: The pupil will be able to explain why the individual needs laws to protect him from self-incrimination.

The pupil will be able to explain how the right to counsel protects the individual when dealing with the police.

Sample Instructional Objectives:

The pupil will write a law protecting the individual from being forced to confess.

The pupil will apply his law to various examples, and evaluate violations of his law and effectiveness of his law to protect the individual.

Activities:

- (1) Assign the cases listed under 4, p. 61, Rights and Responsibilities teacher's guide for committee or individual research. After the cases have been discussed, the pupils should be able to:
 - Differentiate between a forced confession and a non-forced confession.
 - Provide reasons for the need of counsel during interrogation and explain how counsel can aid the individual.

- (2) Encourage pupils to write a law protecting the individual from being forced to confess to a crime, and compare it with the 5th Amendment.
- (3) Plan a role-playing activity using the first discussion question, p. 62, Rights and Responsibilities, or use the Gault case, Voices of Justice, pp. 13-22. Instructions for role playing are in the Voices of Justice teacher's guide, pp. 7-10.

e. Laws Limiting Police Behavior

Objective: The pupil can state and present examples of the need for the writ of habeas corpus and how this right protects the individual.

Activities:

- (1) See the discussion questions under C 1, pp. 64-65, Rights and Responsibilities teacher's guide for hypothetical situations involving the right to habeas corpus. These situations can be reproduced on dittos, chart paper, or index cards and given to the pupils for study and discussion.
- (2) Have pupils apply what they learned through discussion to writing a law which provides for a fair hearing and the right to habeas corpus. Evaluate the law using the Guidelines for Effective Laws, p. 18, Rights and Responsibilities teacher's guide.
- (3) Have pupils read "The Imprisonment of Edmond Dantes," pp. 99-93, Rights and Responsibilities, and discuss the "What Do You Think?" questions.
- (4) Have pupils suggest ways in which the law they wrote (Item 2) could have protected the rights of Edmond Dantes.
- (5) Have pupils research the case studies, pp. 95-97, Rights and Responsibilities, and discuss the "What Do You Think?" questions.
- (6) Have pupils point out how their law could have protected the rights of the individuals in the case studies.
- (7) Lead a small group discussion covering the questions under 2, pp. 66-67, Rights and Responsibilities teacher's guide, or distribute questions to the pupils for study and discussion.

This discussion should enable pupils to conclude that:

- Enforcement of laws protecting the individual from forced confession is difficult.
- There is a need for laws of evidence pertaining to how the police may gather evidence and how such evidence may be used.

- (8) Prepare a role-playing situation dealing with a court hearing. For example, a defendant claims that his confession to a crime was forced from him by the police. It would then become the judge's problem to decide whether or not the confession should be used.

THE JUDICIAL PROCESS

In planning pupil experiences for "The Judicial Process" the teacher can use the model from "Law Enforcement" or tailor a program to the interests and abilities of the particular class. The last five objectives listed on p. 44 will aid in preliminary planning.

A mock trial is an exciting conclusion to this part of the unit. It presents pupils with a situation where all the experiences they have had during the unit are used.

"How To Conduct a Mock Trial" is detailed on pp. 60-64 of Appendix I. The San Diego Bar Association will provide a lawyer to help the pupils in their roles of court officers, lawyers, defendants, witnesses and jurors.

When using the mock trial, sufficient time must be set aside for preparation and presentation. One week may not be enough to insure its success.

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APPENDIX I
UNIT ENRICHMENT

APPENDIX I - UNIT ENRICHMENT

The teaching resources and pupil activities listed throughout the guide are only suggested; they may be augmented to meet the needs of the pupils and to provide both teachers and pupils with rich and rewarding learning experiences.

Some sources of enrichment are included in this Appendix.

EXPANDED USE OF UNIT MATERIALS

CASE STUDIES

Case studies can be vehicles for large group, small group or individual work for discussion or research, and they can be made into vehicles for role playing.

The case studies suggested in the guide are only a few of those available in both Conflicts, Politics, and Freedom and Rights and Responsibilities. The teacher can find other case studies in the Constitutional Rights Foundation Newsletter which is sent to all schools four times yearly. This publication not only provides case studies, but also provides simulations and role-playing situations. Other sources for case studies are the San Diego County Law Library or the local newspaper. The teacher will need to augment material from the newspaper with other information.

ROLE PLAYING

Role playing can be a dynamic learning experience for any pupil. As a methodology, role playing allows pupils to present solutions to problems from their experiences. Through these presentations, they can observe their own responses and the responses of others; they can learn how to make decisions and how to change prior decisions they have made and acted upon. To be successful, role playing should be presented in an environment in which it is safe for pupils to exercise judgments and to act upon their decisions.

Voices of Justice presents role-playing exercises which can be used in almost all parts of the unit. Its accompanying guide gives background and instructions for each enactment and will be a help to all teachers.

"Values in Action," a filmstrip set available in all buildings is excellent material, and when used with its guide, can aid the teacher in beginning role playing. The role-playing cards which accompany Model Criminal Trial (see p. 69) will aid the teacher whose plans include a mock trial.

Many role-playing enactments can be built from material presented in Youth and the Law, a booklet that presents the law as it applies to the non-adult living in California and in the county and city of San Diego. Ten copies of the publication and a teacher's guide are included in the Civic Education unit kit.

HOW TO CONDUCT A MOCK TRIAL*

PARTICIPANTS

The participants in a criminal case jury trial are:

1. Judge. Presides over all proceedings, has final word on matters of procedure, rules on admissibility of offered evidence or other legal questions, gives jurors instructions on rules of law to be applied in the case, usually determines the sentence, and always announces the decision or judgment of the court.
2. Clerk. Maintains minutes of all court proceedings, is responsible for items of evidence (whether admitted or only marked for identification), calls prospective jurors into jury box, and prepares all written orders as required.
3. Reporter. Keeps a verbatim record of all open court proceedings and transcribes the record into booklet form as needed.
4. Bailiff. Maintains order in the courtroom in accordance with judge's directions, escorts prisoners to and from courts, assists persons who become ill in court, and assists attorneys or witnesses with cumbersome exhibits.
5. Attorneys. Present their respective cases through witnesses or exhibits, advocate their cause through argument, assist the court on rules of law to the end that substantial justice will result, and are officers of the court.
6. Jurors. Listen to the evidence, argument of counsel, and instructions on the law of the case; deliberate in order to reach a unanimous verdict.
7. Witnesses. Present testimony under oath of truthfulness (are subject to criminal penalty for knowingly violating the oath by giving false testimony).

TRIAL PROCEDURE

The following basic rules apply to trial procedure:

BASIC RULE NO. 1. The right to a jury trial in criminal cases is a constitutional right. The defendant can elect to be tried by a judge sitting alone. A jury trial is available in some types of civil cases.

BASIC RULE NO. 2. For a criminal jury to return a verdict of guilty, they must be convinced of the defendant's guilt beyond a reasonable doubt. In a civil trial, the jury need only be convinced by a preponderance of the evidence to return a verdict in favor of the plaintiff.

*The material in this section was prepared by Stanley W. Legro and William L. Todd, Jr.

BASIC RULE NO. 3. In a criminal jury trial, all jurors must agree on the verdict. In a civil jury trial, only nine of the twelve jurors need agree on the verdict.

JURORS

Qualifications. A juror must be a citizen of the United States, over 21 years of age, a resident of the county for at least one year, must possess ordinary intelligence, and have a sufficient knowledge of the English language. He must not have been convicted of a felony or have recently given jury service.

Selection. The trial judge permits reasonable examination of prospective jurors by counsel to determine their qualifications. This is known as "voir dire" of the jury.

When a "challenge" is made to a juror and granted, that juror is excused and another juror takes his place. A challenge to an individual juror is (a) for cause or (b) peremptory.

A challenge "for cause" exists where the juror has actual bias in favor of one side or where an implied bias exists because it is likely that the juror would be biased. Some causes of implied bias are relation to one of the parties, having opposed one of the parties in a previous action, or having served as a juror in an action involving the same matter.

A "peremptory challenge" enables a party to remove a person from the jury without giving any reason. Each party is entitled to ten peremptory challenges, with more challenges in criminal cases where the offense charged is punishable with death or imprisonment for life.

As soon as a jury is selected, it is sworn to try the case.

ORDER OF TRIAL

The steps listed below are followed:

1. Reading of Charge (Criminal Trial)

If the charge is a felony, the clerk must read it.

2. Opening Statements

The district attorney (criminal trial) or counsel for the plaintiff (civil trial) makes an opening statement.

The object of an opening statement by counsel is to inform the jury of the facts which counsel expects the evidence to prove. Counsel for the defendant may then make an opening statement, or it may be reserved and made after the close of the people's (or plaintiff's) case.

3. Presentation of Evidence

The people (plaintiff) offer evidence by the testimony of witnesses and by the production of papers, objects, and other items. The plaintiff closes its case when all of the evidence has been offered. The defendant then offers his evidence in the same manner.

When the evidence consists of testimony by a witness, the counsel calling the witness first asks questions (direct examination); then the opposing counsel is allowed to ask questions (cross examination).

4. Rebutting Evidence

The parties may then offer rebutting evidence only, unless the court for good reason permits them to offer evidence upon their original case.

5. Argument

After both sides have presented their evidence, the district attorney (counsel for the plaintiff) makes his opening argument to persuade the jury to find in favor of his side. Counsel for the defendant then makes his argument. The district attorney (counsel for the plaintiff) then makes his closing argument.

6. Jury Instructions

The judge then instructs the jury regarding the rules of law which apply to the case. At the beginning of the trial or from time to time during the trial, and without any request from either party, the trial judge may give the jury such instructions on the law as he may deem necessary for their guidance.

7. Deliberation

After the instructions have been given by the judge, the jury goes into the jury room to deliberate privately until it reaches a verdict.

TESTIMONY

Competency of a Witness

A person is disqualified as a witness if he is:

- Incapable of expressing himself concerning the matter so as to be understood, either directly or through interpretation by one who can understand him.
- Incapable of understanding the duty of a witness to tell the truth.

Two procedural rules apply to this ground of disqualification:

- The opponent who challenges a witness' mental capacity to testify, on the ground he is too young or his memory defective, has the burden of proof on this issue.
- The determination is finally made by the trial judge without resubmission of the issue to the jury.

Privileges of a Witness

Whereas incompetency prevents a person from testifying, privilege exempts him from testifying, i.e., allows him to refrain if he chooses, or if someone else who is entitled to the privilege claims it, for reasons of public policy. The rules of privilege are designed to protect personal relationships or other interests where the protection of confidentiality is considered more important than the need for the evidence.

Hearsay Rule and Its Exceptions

Hearsay evidence is evidence of a statement made out of court and offered to prove the truth of the matter stated. Such evidence is inadmissible unless it comes within one of the established exceptions to the Hearsay Rule. Hearsay is generally inadmissible because the statements are not made under oath, the adverse party has no opportunity to cross-examine the person who made the statement, and the jury cannot observe the demeanor of the person making the out-of-court statement.

Certain types of hearsay evidence may be admitted due to the probability of the truthfulness thereof. The most common example is the admission or confession of a person accused of a crime, when the admission or confession is freely and voluntarily made.

Special circumstances permit several other types of hearsay to be considered in a trial. If a witness testifies in a manner inconsistent with some prior statement or testimony, the prior statement or testimony can be shown to prove the untruthfulness of the present testimony. Statements of persons made at the time of some great or exciting event under the stress of such excitement, are often admitted. Statements made by a person about to die are often considered admissible. Business records, kept in the regular course of business are admissible. Public records or writings are often admissible where made by officials charged with public duty of accuracy and truthfulness in the keeping of such records or writings. There are other more technical exceptions which are not listed here.

INSTRUCTIONS TO THE JURY

When the evidence has been received and the attorneys have made their closing arguments, the judge then gives the jury instructions on the rules of law to be applied in the case. The elements of the particular crime or civil wrong involved are listed for the jurors' consideration. In addition, the rules concerning the testimony and credibility of witnesses are given. Important rules on the burden of proof are given in these instructions.

Samples of actual jury instructions used in criminal and civil cases are presented as a part of the civic education unit.

"MODEL CRIMINAL TRIAL" FILM KIT

Use of the film kit, "Model Criminal Trial", affords the teacher a modified method of conducting a mock trial. The film kit is available from the Instructional Media Center and is accompanied by an excellent teacher's guide and copies of a student guide.

The film is constructed so that students can view the function of the court officers, the purposes of a trial, and the procedures that are followed in a trial. It is developed in such a manner that class members will play the role of the jury and decide the verdict of the case.

The film is very long and it is recommended that the teacher devote at least three days to this activity.

A VISIT TO THE SAN DIEGO COUNTY COURTHOUSE

Location

220 West Broadway, San Diego, CA.

Features

- Orientation to the courthouse, including architecture, physical design, departments housed in the courthouse, and the services provided to citizens of San Diego County.
- Inspection of the older records vault and viewing the process by which records are miniaturized and stored.
- Inspection of the Exhibits Vault.
- Inspection of an empty courtroom.
- Visits with a Superior Court judge during a court recess.
- Observation of an actual court trial.

Trip Arrangements

- Maximum size of group: 40 pupils and adults.
- Minimum notice: Will give earliest open date.
- Coordinator: Coordinator, San Diego County Bar Association, 110 West C Street Room 1012, San Diego, Calif. 92101.
- Mail Address: Same as above.
- Telephone: 232-1419, Ext. 569
- Visiting days: Monday through Friday, 9:30 a.m. only.
- Length of visit: Approximately three hours.
- Guide provided: Yes.
- Supervision required: School tour conducted by San Diego Bar Auxiliary members. Tour guides will be provided.
- Special Note: Tour groups larger than 40 will be split into two groups. The tour coordinator suggests that children be briefed on the courthouse and the court system prior to the visit. They should have specific questions ready for both the guide and the judge so that their visit will be more meaningful to the children in relation to their age and maturity.

Related Audio-visual Materials

Soundstrip: Ss 371.393 A Visit to the Courthouse
Film: The Model Trial

PRE-TOUR SUGGESTIONS--COURTHOUSE TOUR

The teacher should call or write for tour accommodations. A written request may be sent to:

Coordinator, Courthouse Tours
San Diego Bar Association
110 West C Street, Room 1012
San Diego, CA. 92101

A telephone request may be made to:

Coordinator, Courthouse Tours
Telephone 232-1419

The teacher's request should indicate:

- The grade level and age of the pupils.
- The size of the class. (Groups over 40 will be divided and will tour court facilities separately.)
- The date the class would like to tour the courthouse. It would be wise to suggest an alternate date.
- Whether the class is studying the U.C.L.A. civic education materials.

The teacher should devote some time prior to the trip to discussion of the various departments in the courthouse and the services they provide to the citizens of San Diego County. The listing below presents this information.

FIRST FLOOR

Arraignment Court	Reviews evidence; hears arguments by attorneys; and decides the civil or criminal jurisdiction and if the defendant(s) should be bound over for trial.
Licensing Bureau	Is responsible for regulating and issuing marriage licenses, registering doctor's licenses, and processing passports.
Marshal's Office	Provides bailiffs and prisoner escorts for the Municipal Court.
Sheriff's Office	Provides the same services as above to the Superior Court; is the law enforcement body for the county of San Diego.

SECOND FLOOR

Municipal Court

Is responsible for the laws and codes of the city of San Diego. It hears misdemeanor cases. It also contains the Small Claims Court.

THIRD FLOOR

Superior Court

Is responsible for felony cases, divorces, adoptions, wills, and so on.

FOURTH FLOOR

County Recorder's Office

Is responsible for recording of wills, deeds, and birth and death certificates, and other documents.

FIFTH FLOOR

Probation Department

Regulates and administers the probation program of the legal system of California.

SIXTH FLOOR

Selection of Jury

Contains facilities for containing and selecting prospective jurors.

SEVENTH FLOOR

District Attorney's Office

Is charged with investigation, presentation, and prosecution of all felony cases in San Diego County.

BASEMENT

Older Records Department

Processes, safeguards, and makes available all court records ten or more years old.

Exhibits Vault

Maintains and safeguards all materials used in trials.

Objectives. Each objective below is written so that the teacher can evaluate the tour by using some or all of the items in class discussions or a testing situation after the tour. Following the tour, pupils should be able to:

- List the services available through the courthouse.
- Describe the services that are performed by the various departments in the courthouse.
- Tell why an Older Records Section is necessary for the functioning of the court.

- List the steps needed to record, store, and safeguard court records.
- Explain the disposition of court exhibits which are classified as being illegal.
- Briefly explain why certain exhibits, i.e., narcotics, dangerous drugs, and some firearms, are considered illegal property.
- Describe the physical arrangement of a courtroom.
- Explain the divided powers and functions of the Municipal and Superior Courts.
- Explain the qualifications, duties, and responsibilities of judges.
- Explain the qualifications, duties, and responsibilities of the court officers, defense attorneys, and prosecuting attorneys.
- Explain the function of a jury and how its members are selected.
- Tell the purpose of certain judicial processes, i.e., swearing in of witnesses, the recording of all testimony, the presence of visitors, and the presence of the accused in the courtroom.

ITINERARY

The tour will begin in the main lobby with a short orientation lecture. The lecture will describe the physical features of the courthouse, and the facilities and functions of the departments in the courthouse will be outlined. The tour's points of interest and the actual trial to be seen will also be discussed.

From the main lobby the tour will proceed to the Older Records Department. The function and the procedures of the department will be explained. An opportunity will be provided for children to ask questions.

Tour members then visit the Exhibits Vault. The reasons for having a vault are explained to the pupils. Visual aides are used to demonstrate the types of exhibits stored, ranging from personal property, jewelry, and money, to firearms, dangerous drugs, and narcotics.

From the Exhibits Vault the tour proceeds to the third floor, where the children are provided with the opportunity to explore an empty courtroom. While in the courtroom, the pupils will be broken into groups and they will assume the roles of jurors, attorneys, bailiffs, court reporters, court clerks, witnesses, and judge. The duties and responsibilities of the court offices will be discussed with the children. During this period, children will again have the opportunity to ask questions about the entire tour, courthouse, and court system. Emphasis will be placed upon the actual court case the pupils will see and the proper decorum used in courts.

Pupils will then move to the courtroom where they view an actual court case. They will enter the courtroom during a recess in proceedings. Each class will see a different case; therefore, the type of case will not be known until the

day of the tour. Consideration will be given to the type of testimony and case being heard. The cases seen will be chosen with regard and concern for pupils' ages and needs. If possible and time permits, the presiding judge will be available for a question-and-answer period. Children may have questions ready based on a classroom discussion prior to the visit.

The actual court case will proceed after the class visitation with the presiding judge.

A VISIT TO THE SAN DIEGO CITY COUNCIL

Location

Community Concourse, San Diego

Features

- The San Diego City Council welcomes classes as they enter the council chamber.
- Children observe the city council meeting until shortly after 10 a.m.
- During council break, a councilman or the mayor will visit with the classes.
- Children continue to observe the council in session after it reconvenes until classes wish to leave.

Trip Arrangements

Maximum size of group: Two classes

Minimum notice: Four weeks

Coordinator: Tour Information (class visit is placed on city council agenda)

Mailing Address: City Administration Center
Community Concourse
San Diego, CA 92101

Telephone: 236-6086

Visiting days and times: Tuesday or Thursday
9:30 a.m., or as soon after as class can arrive.

Length of visit: One hour (at discretion of teacher)

Guide provided: none

Supervision required: One adult for each 15 children

Special Notes

When the tour is scheduled, a booklet on city government is mailed to the teacher. These booklets are distributed to all the children at the door of the council chamber.

The tour coordinator suggests that the classes be briefed on city government prior to the visit so they may study the proceedings for specific answers, and visit with the councilman or mayor more easily, asking questions when possible.

The various buildings of the Concourse are no longer open for tours, although the children may walk around the Concourse complex to observe the outside of the Exhibit Hall, Convention Hall, Parkade, Civic Theatre, etc.

Related Audio-Visual Materials (available in schools)

Study Prints: Symbols of Freedom
Symbols of Liberty
Symbols of Democracy

Kits: Americanism Kits

Other Nearby Educational Trips

Santa Fe Railroad Station
KFMB - AM FM TV
United States Post Office

COMMUNITY RESOURCE PEOPLE FOR CLASSROOM VISITS

The use of resource people from the community is encouraged, and at times these people will serve to meet many of the activities listed for daily activities. The majority of the people whom you will invite into your classroom will try to speak on the topic and area of study you wish them to. The following groups have been used successfully in the past:

Lawyer in the Classroom

To obtain a lawyer, call the San Diego County Bar Association (232-1419, ext. 569). State your needs, grade level, and time you would like an attorney, and they will help you.

Police Visit

Call any police agency and ask if the Public Relations Officer could come to the school.

Judges in the Classroom

The judges of San Diego Superior Court are willing to come into the classroom to talk to students. Unfortunately their schedules do not permit this. If you wish to have a judge visit your classroom, you should call the Clerk's Office, San Diego Superior Court, who will be very helpful in trying to find a judge whose schedule will permit such a visit.

Elected Officials or Representatives in the Classroom

To have elected officials visit your classroom, the teacher may wish to call or write to the official desired. Some of the elected officials who have responded to requests to visit classrooms have been congressmen, mayor, city councilmen, district attorneys, county clerk, assemblymen and senators, the Governor's personal representative, and others.

Probation Department in the Classroom

Students have found that visits from probation officers and juvenile court are generally informative and great learning situations because this department of the courts is most important to them and their rights. To ask for a visit by a representative from the Probation Department, call or write the San Diego County Probation Department and ask to speak to the Probation Department's Public Affairs Officer.

APPENDIX II
MATERIALS FOR TEACHING "SARNIA"

APPENDIX II - MATERIALS FOR TEACHING "SARNIA"

Suggestions for teaching "Sarnia"

The following methods and techniques have been tried in the classroom and found to be successful in teaching the "Sarnia" project.

1. Class preparation of a "log" on butcher paper. This approach allows the teacher to chart class discussions. The teacher acts as discussion leader and recorder. One question is presented by the teacher and then pupil responses are recorded for more detailed discussion. This technique:

- Gives a sense of direction.
- Provides a good way to tie down learnings.
- Serves as a basis for writing the constitution.
- Makes children aware of their rights and responsibilities.

The charts on the following two pages are examples of this technique. Each group shows its individuality, and no two charts develop exactly the same.

2. Have pupils use a world map to locate the area where Sarnia is to exist. Have pupils decide what effect the geography of the area will have upon them when they colonize Sarnia. Build in geographic problems, such as inadequate water supply, certain sections that are forested or rich in minerals, and good and poor farming sections.
3. Have pupils decide what supplies they will have to take with them on their small ship if they are to survive. Set the stage for them to discover that survival depends upon matching resources and human needs and that survival requires teamwork.
4. Begin the story of Sarnia back in Elkland. Discuss the king's reasons for desiring a colony. Have the children role-play poor farmers who wish to emigrate in hopes of finding better land, debtors escaping prison, political dissenters the king wishes to get rid of, and others.
5. Have the class experience living where "obedience" is the highest value, as in Elkland. Lead them to explore where and when in their own lives obedience is an important value. Have pupils locate countries where obedience represents crucial political behavior as they discuss current events.
6. Use some method (a reading or tape recording) to "put the pupils on the boat" when Old Ugo is washed overboard. Encourage them to decide what to do to save the ship from sinking. It is crucial to the effectiveness of this study that the pupils experience the need to make decisions for themselves.
7. Make a map of Sarnia. Locate each of the communities on it. Have the pupils who live in each community decide where it should be located and what features it will have. Make sure each community has certain geographic assets and liabilities.

Methods and Techniques Found Successful in Teaching the "Sarnia" Project (Cont.)

8. As soon as the communities have organized themselves, start introducing problems; mountain community wants supplies from the ship in the harbor, the harbor community doesn't want to give up these supplies; need for trade; dietary deficiencies; illnesses; and the need for a monetary system, roads, and postal service. Allow pupils to discover the need for a central government, laws, and so on.
9. Have materials available which show that the problems experienced by the pupils living in Sarnia are similar to those confronted by the colonists who came to the New World.
10. Follow the story of Sarnia as presented in the text, giving the pupils the experience of living in each of the political systems described in the story--monarchy, benevolent dictatorship, and autocratic dictatorship, an oligarchy, and a state of anarchy. Encourage them to develop their own form of constitutional democracy.
11. Discuss with the pupils the situations in their own lives that are similar to the experiences they are having in Sarnia. Help them to locate news items that show similar situations existing in the world.
12. The teacher should add episodes to the Sarnia story based upon the needs of the pupils. For example, if the class is having trouble playing by the rules of a game on the playground, prepare episodes in which they as citizens of Sarnia have to manage a similar problem.
13. Take an ecological approach. How can the colonists arriving in Sarnia keep the environment "fit to live in"?

LOCAL PROBLEMS

HOW ARE YOU GOING TO ORGANIZE YOUR VILLAGE?

Village 1	Village 2	Village 3	Village 4
1. Trading Post	1. Bank	1. Post Office	1. Newspaper
2. Church	2. School	2. School	2. Jail
3. (Etc.)	3. (Etc.)	3. (Etc.)	3. (Etc.)
Note to teacher: Children meet in groups to decide on the establishments they want in their village.			

COLONY PROBLEMS

HOW ARE YOU GOING TO ORGANIZE YOUR VILLAGE?

Problem	Possible Solutions	Final Solution	News-Contrast 1613-1970
1. Ugo overboard. No leader.	1. Strongest man take over. Second in command take charge.	1. Spudnut saves ship, becomes leader.	
2. Spudnut unsatisfactory leader.	2. Choose another leader. Overthrow Spudnut.	2. Spudnut thrown overboard.	
3. Money	3. Each village print own money. Develop monetary system.	3. Developed a monetary system.	

HOW SHALL THE GOVERNMENT OF SARNIA BE FORMED?

Considerations	Leader	Lawmakers	Court
Why should citizens have these rights? Discuss and chart in Column 4.	1. What title should be given the leader of Sarnia? (President, Mayor, King, etc.)	1. What does this group consist of?	1. What title shall be given this group?
Now that you have established your rights as citizens of Sarnia, what is the next step in forming your government?	2. What qualifications must a leader have? (30 years of age, citizen of Sarnia, etc.)	2. What qualifications must lawmakers have?	2. What qualifications must these members have?
Children: Choosing a leader.	3. Who succeeds the leader in event the leader can no longer serve? Who succeeds next?	3. What salary shall lawmakers earn?	3. What powers does this group have?
Note: Children meet in groups and develop questions and possible answers. Meet in large group and chart responses.	4. What salary shall the leader earn?	4. What powers do lawmakers have?	4. What salary do members earn?
	5. (Etc.)	5. What duties do lawmakers have?	5. How long may members serve?
		6. (Etc.)	6. (Etc.)
	Column 5 Rights of Citizens	Column 6 Responsibility of Citizen	Column 7 Why should citizens have these rights?
1. Teacher: How do you begin to form a government? Where do you start? Children: Let's start with our rights.	1. Freedom of speech 2. Freedom of press 3. Freedom of religion		
Note: Start with whatever area children suggest. Children meet in groups and list their rights. In large group meeting, rights are compiled in chart form.	4. (Etc.)		
Teacher: With every right there is a responsibility. Discuss and chart in Col. 3			

SARNIA

It is the year 1613 and you will soon leave your homeland of Elkland to journey to a new continent where you will become pioneers in developing the land and its resources.

The new continent is two thousand miles from Elkland, and it takes two months to make the trip. The King of Elkland will provide you with transportation to Sarnia. He will also supply you with needed materials to set up four colonies. Land grants will be made to each family.

Sarnia is a country with excellent resources, some of which are not found in the homeland. It is the King's desire to establish colonies and trade with the colonists. In this way Elkland will become a rich and powerful country.

The King has asked your support in preparing a list of supplies and equipment you will need to settle your colony. Since it takes a ship four months to make a round trip, it is necessary that this list be given your close attention and that wise decisions be made. THINK: WHAT ARE THE IMPORTANT THINGS TO TAKE ON THIS JOURNEY?

ACTIVITY: Classify and list all items to be taken to the new continent.

SARNIA

King Rumblebutter III has received word from Europe that another country is planning to establish colonies in Sarnia. This has caused the king deep concern because he is aware of the great resources and potential for trade to be found in the new continent. He is anxious for Elkland to become wealthy and powerful.

He is further frustrated by the procrastination of some pioneers to turn in their lists of supplies. In order to give the settlers an incentive to get their lists in and checked, the king has said choice of location sites for your settlements will be granted in the order that your supply lists are received. The king also wishes to inform you that some items on your lists are not available in Elkland because of the cold climate. However, the king has sent a ship to France and Spain to procure these supplies. This supply ship will meet you in the harbor at Sarnia.

ACTIVITIES:

1. All supply lists must be written in ink.
2. Number and alphabetize items under each category.
3. THINK: The ship must sail within forty-eight hours! Is there some division of labor which would speed up the process of getting your list in?

CENSUS REPORT

KING RUMBLEBUTTER REQUESTS ALL FAMILIES LEAVING ELKLAND FOR SARNIA TO COMPLETE
THE FOLLOWING REPORT.

Head of the family: _____ Age _____

Name of wife: _____ Age _____

List names and ages of all children:

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

_____ Age _____

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OFFICIAL EDICT FROM KING RUMBLEBUTTER THE THIRD

After examining the family lists, the king has decided that due to a lack of space on board ship, families must be restricted to taking only five of their children to the colony. Only children between the ages of eight to fifteen will be allowed to accompany their parents.

BY OFFICIAL ORDER OF KING RUMBLEBUTTER THE THIRD



SARNIA

Your supplies and equipment have been loaded aboard ship and tomorrow at dawn you will sail from your homeland, Llakland, for Sarnia. You will soon become explorers and pioneers in a great new land. You will run great risks, but you may also look forward to great rewards.

ACTIVITIES:

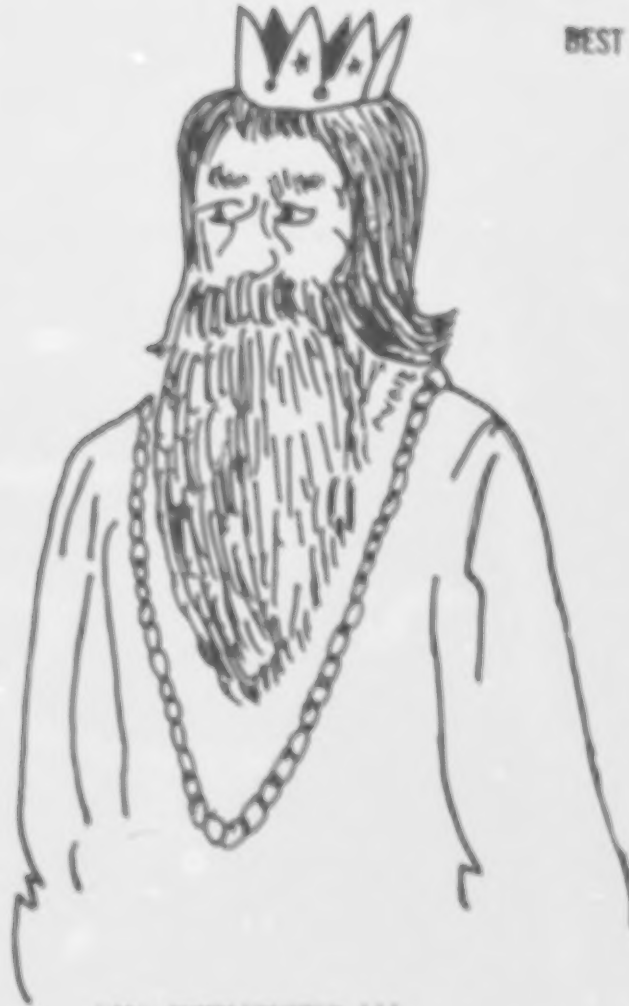
1. List some of the dangers you may encounter on your trip across the ocean.
2. List some of the dangers you may meet as you make your settlements.
3. List some of the rewards you may expect.
4. Begin a log of your trip. Your first entry will tell what you did on the last night in Llakland. How did you feel as you prepared to leave your relatives and friends? What fears, if any, did you have? What expectations do you hold?

SARNIA

King Rumbeluttet was an authoritarian leader. List the characteristics of this form of government.

Old Ugo was a friend of the king and ruled in his name. What qualities to lead the people did Old Ugo possess?

Spudnut was a hero in time of emergency. What qualities to lead the people did he possess? What qualities did he lack?



KING RUMBLEBUTTER III

The king was an authoritarian leader. List the characteristics of this form of government.



Spartan was a hero in time of emergency. What qualities to lead did he possess? What qualities did he lack?

SARNIA

These attached maps are copies of those found in Old Ugo's sea chest. One is a map of the whole country. The second map is a detailed map of the area you are about to settle.

ACTIVITIES:

1. Make a list of the natural resources found in your area. (Put these on the map near your village.)
2. Should the natural resources of Sarnia belong to the group or be divided among you? Why do you think so?
3. Should each person keep for his own everything he produces? Why?
4. What should be done the first day ashore? List the tasks to be done.

SARNIA

RULES FOR GOVERNING THE COLONY

1. Old Ugo shall rule all villages in the name of the king.
2. All villages must be within twenty-five miles of the bay colony.
3. One half of all crops grown shall be sent to Elkland for a period of five years.
4. All manufactured goods must be purchased from Elkland.
5. No foreign ships may enter Sarnian ports.
6. No foreign trade will be permitted.

By order of his Royal Majesty
King Rumblebutter III

SARNIA

Conservation of natural resources means using them wisely and efficiently. Shall the government of Sarnia take part in conserving some of our natural resources?

QUESTIONS:

1. Supplies of our natural resources are limited, while the population grows and the amount of goods each family consumes increases. Do you think there will be sufficient natural resource materials to produce more goods for more people in the future?
2. Some people in Silver Lake want to use the forest for lumbering; others want a National Park; others want to build a highway; some want to build a summer camp for boys and girls. How can these problems be resolved?
3. What can the government do to improve the use of natural resources?

[illegible]

SARNIA

On the night of _____ a young man from Wishbone was caught emptying the lobster traps in San Ugo. The young man was taken into custody.

On the same night a cow from San Ugo wandered to the village of Wishbone and destroyed Mr. Smith's garden. Mr. Smith demands payment for his loss.

QUESTIONS:

1. What do you think should be done about this matter?
2. Do you feel Mr. Smith has a right to ask damage payment?

Why?

3. What do you feel would be fair damage payment?
4. What is the best way to resolve this conflict?
5. What should be done with the young man in jail?
6. What is the best way to resolve this conflict?

SARNIA

The economic system of a country refers to the way people decide what resources to use, what goods and services to produce, and who will get them.

ACTIVITIES:

1. Should the natural resources of Sarnia belong to the group or be divided among you? Why do you think so?
2. Should each person decide for himself--what he needs most and how he will use his time and energy to meet these needs?
3. Should each person keep for his own everything he produces? Why?
4. On a map of Sarnia show the natural resources to be found near your village.
5. Make a chart showing the natural resources and the goods you can produce from these natural resources.

In our economic system, what goods and services are produced and how the resources are used to produce them are decided in the market by consumer demand and producers' desire to make a profit.

You have lived in Sarnia for a little more than four months. In that time you have built your homes, organized your villages, planted your crops and at present are attempting to write the framework for a central government. At the same time you are anxious to attract more settlers to your villages. Today you are to look at your list of natural resources and decide what industries your area can support. Then you are to complete the chart.

QUESTION:

1. Why should a country want to have industries?

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In a private enterprise economic system people are free to own property, to make contracts, and to take part in economic activities for their own well being and profit.

Since the way our private enterprise system runs is directed by the people, they can change it to fit their needs.

ACTIVITIES:

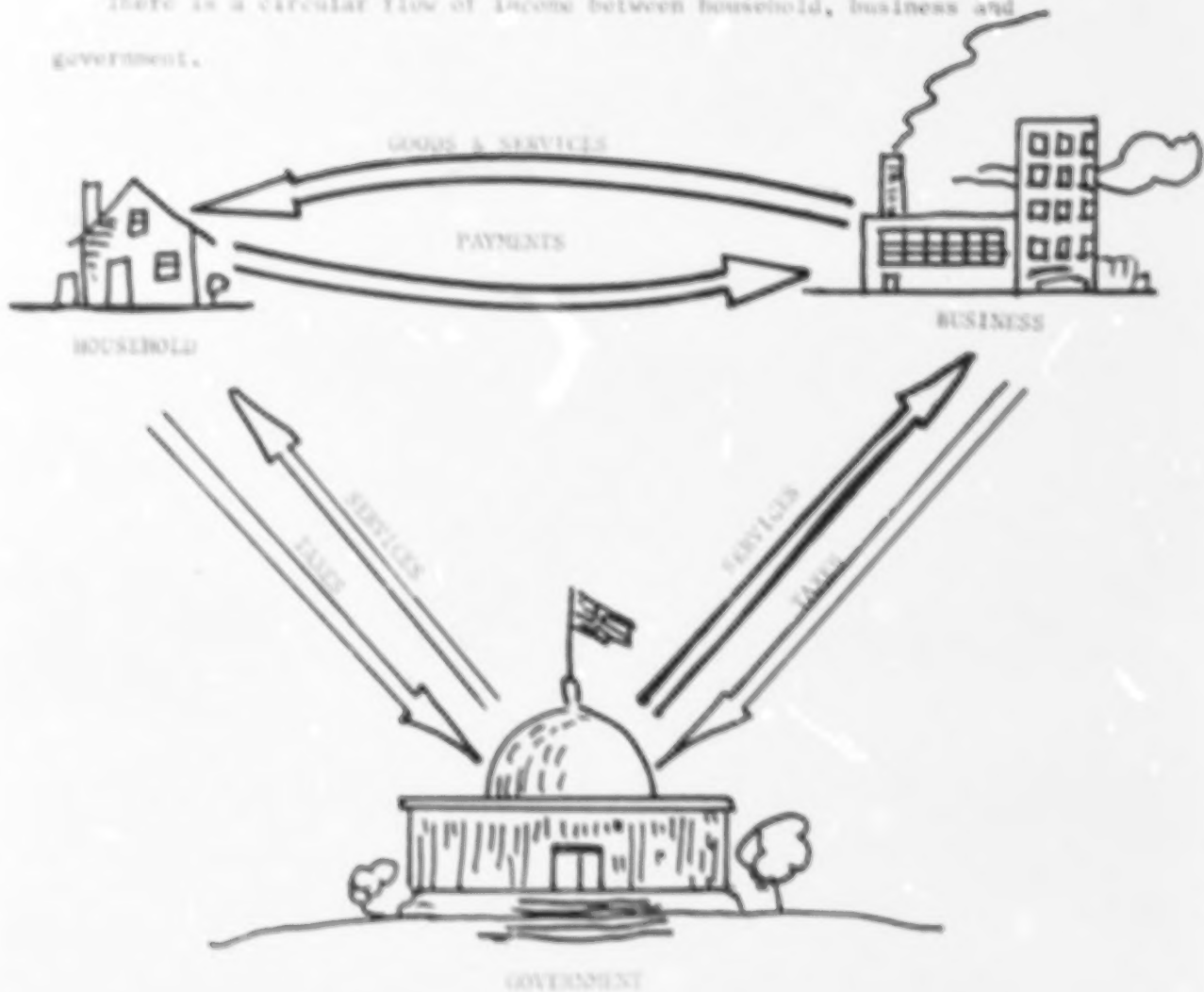
In the United States our economic system may most properly be called private enterprise or capitalism. The term "free enterprise" is also used but is less accurate today because the government plays a much larger role in regulation.

1. List characteristics of a private enterprise system.
2. Some animals have been stealing the people's food. How can you meet this need for protection?
3. One person becomes too ill to work. How shall his needs be met?

The government provides services where private production would be too costly or not profitable. These services include police protection, highways, streets, flood control, education, etc. Therefore, the government has an economic role as producer, consumer and regulator.

The government must regulate the use of natural resources through a conservation program.

There is a circular flow of income between household, business and government.



SARNIA

Money and credit are the means that enable us to exchange goods and services we produce for the things we want.

QUESTIONS:

1. What forms of money are you acquainted with?
2. What is credit?
3. What can you do with money?
4. Should each of your villages have its own kind of money? Why or why not?
5. Who should coin and control the money in Sarnia?

SARNIA

Before leaving Elkland you will recall that King Rumblebutter III promised an Elk ship would go to Spain and France for fruit trees and grapes and then meet you in the harbor in Sarnia. That ship is now approaching your harbor.

In the meantime you have declared your independence from Elkland and are establishing your own government in Sarnia. How will you meet this ship? What do you think should be done? Do you want the cargo on board the ship? What makes this a complex problem to meet?

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APPENDIX III
SUGGESTED READING TO
SUPPLEMENT
CIVIC EDUCATION
BOOKS

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SUGGESTED READING TO SUPPLEMENT CIVIC EDUCATION BOOKS

Newspapers

New York Times School News. Book and Educational Division. 229 West 43rd. Street, New York, N.Y. 10036

Government Publication

Thornton, Warren. Rights and Liabilities of Minors, Dept. of Youth Authority State of California, Document Section.

Social Studies

301.3 Anderson, Edna A. Communities and Their Needs. Morristown; Silver Burdett, 1966.

Good material. Good primary reading level but still mature enough for intermediate.

333 Anderson, Edna A. and Weaver, Phillips. People Use the Earth. Morristown: Silver Burdett, 1966.

Primary level, but very usable in intermediate grades; chapter dealing with bringing water to Southern California from Colorado River: urban growth and water pollution.

973.3 Borreson, Mary Jo. Let's Go to the First Independence Day. New York: Putnam, 1962.

329 Bradley, Duane. Electing a President. Princeton: D. Van Nostrand Co., Inc., 1963.

370 PR(1) Buckley, Peter and Hortense Jones. Five Friends at School. New York: Holt, Rinehart, and Winston, Inc., 1966.

_____. Living As Neighbors. New York: Holt, Rinehart, and Winston, Inc., 1966.

Housing integration, interracial family friendships, city living; realistic; excellent.

_____. William, Andy, and Romon. New York: Holt, Rinehart, and Winston, Inc., 1966.

917.53 Carpenter, Allan. District of Columbia (Enchantment of America). Chicago: Children's Press, 1966.

Growth of the District, historical background; interesting, intermediate grade level.

- 973.3 Commager, Henry Steele. The Great Declaration, A Book for Young Americans. Indianapolis: Bobbs-Merrill Co., 1958.
- Debates and writings leading to final draft of the Declaration of Independence and the dramatic story of the acceptance by the colonists.
- 342.73 PR(V) _____ . The Great Constitution, A Book for Young Americans. Indianapolis: Bobbs-Merrill Co., 1958.
- The works and ideals of Washington, Madison, Hamilton, and others. Problems encountered in preparing the Constitution.
- 355.2 Cook, David C. Your Treasury Department. New York: W. W. Norton and Company, Inc., 1964.
- Interesting, but not especially pertinent.
- 910 Cooper, Kenneth, Sorenson, Clarence, and Tod Lewis. Learning to Look at Our World. Morristown: Silver Burdett, 1961.
- Social studies not too helpful.
- 328.73 PR(V) Coy, Harold. First Book of Congress. New York: Watts, Inc. 1956.
- Introduction to Congress, traditions and duties, terms used then, and so on.
- 910 Cutright, Prudence and John Jarolemek. Living in Our Country and Other Lands. New York: Macmillan Company, 1966.
- Social studies basically geography, some civics; not too helpful.
- 920 Davidson, Bill. President Kennedy Selects Six Brave Presidents. New York: Harper and Row, 1962.
- Denoyer, Gippert. Sweet Land of Liberty.
- A graphic story of our democracy. (Not available in San Diego Library)
- 353 PR(V) Elting, Mary. We Are the Government. Garden City: Doubleday and Company, Inc., 1967.
- Civics for intermediate grades; excellent; very readable.
- 341.13 Epstein, Edna. First Book of the United Nations. New York: Franklin Watts, Inc., 1959.
- How the UN works.

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- 973 Ferguson, Charles W. Getting to Know the U.S. of America. Coward, 1963.
- 901 Foster, Genevieve. Birthdays of Freedom. Book I and II. New York: Chas. Scribner and Sons, 1957.
Declaration of Independence back to development in Greece and Rome, Book I; Declaration of Independence back to events after Fall of Rome, Book II. Excellent background material.
- 917.3 Ginger, Kenneth S., ed., America, America, America. New York: Franklin Watts, 1959.
Collection of prose and poetry from Pilgrims. Good for making programs, teacher reading to pupils, and so on.
- 324.44 Goldman, David J. The Freedom of the Press in America. Minneapolis: Lenner Publications, 1969.
- 324.4 Goldman, Peter. Civil Rights: The Challenge of the 14th Amendment. New York: Coward-McCann, Inc., 1965.
Excellent.
- 321.82 PR(V) Gordon, Dorothy. You and Democracy. Dutton, 1951.
Gross, Richard E. and Vanza Devereaux. Civics in Action. San Francisco: Field Education, 1971. (San Diego City Schools does not have.)
- 917.55 Guiney, Gene and Clare. Monticello. New York: Franklin Watts, Inc., 1966.
Story of Jefferson; realistic, good.
- 321.5 Hammil, Lloyd and Rose. Let's Go to a National Park. Putnam, 1962.
- 973 Hayes, W.R. Freedom. Coward, 1958.
- 321.8 Hoffman, Edwin E. Pathways to Freedom. Boston: Houghton-Mifflin, 1964.
Individuals' actions in defense of their beliefs. Religious freedom; free speech and press; equal representation and equal treatment under the law; free education; right of labor to organize; equal rights for women; civil rights, farmers rights, and social security. Excellent.

- 347.9 Johnson, Gerald W. The Supreme Court. New York: William Morrow and Company, 1962.
- Excellent presentation of court's functions, history, cases heard. Comparison with other countries. Intermediate grade level.
- 328.73 _____ . The Congress.
- Congressional history and conflicts. Excellent.
- 353.03 _____ . The Presidency.
- Excellent but dated. History of office; strong presidential conflicts.
- 353 _____ . The Cabinet.
- History of the Cabinet; times of conflict; good.
- 920 Kennedy, John F. Profiles in Courage. New York: Harper and Row, 1964. Young Reader's Memorial Edition, Abridged. Foreword by Robert F. Kennedy.
- Profiles of Americans who experienced conflict and relied on their convictions.
- Ketchum, Richard. What Is Democracy? New York: Harper and Row, 1962.
- 917.3 Leaf, Munro. Being an American Can Be Fun. Philadelphia: J. B. Lippencott Company, 1964.
- What is government? What is law? Who makes laws? Why do we have to obey laws? Good and fun to read.
- 170 CL 4 _____ . Fair Play.
- "Whip" of rules, law, and government.
- 331.88 Lens, Sidney. Working Men: The Story of Labor. New York: Putnam, 1960.
- History of labor movement, negotiation, effects on economy. Very good, high intermediate grade level.
- 342.73 Miles, Earl S. Freedom. New York: Grosset and Dunlap, 1965.
- Excellent. Intermediate reading level.
- History of our Constitution; freedoms, and conflicts in establishing them.

- 352 Newman, Shirley and Diane Sherman. About the People Who Run Your City. Chicago: Milmot Press, 1963.
- Structure and functions of local government. Good material. Intermediate to primary level.
- Patterson, Patterson. This Is Our Land. 1963 State adoption for grade 5 in schools.
- 917.3 PR(1) Pease, Josephine Van Dolzen. This Is Our Land. Chicago: Rand McNally, 1961.
- 917.53 Puelan, Mary Kay. The White House. New York: Holt, Rinehart, and Winston, 1962.
- Primary level. History of the White House and its function.
- 301.3 Pitt, Valerie. Let's Find Out About the City. New York: Franklin Watts, Inc., 1968.
- Primary level. Not too much on city relation to government.
- 352 Radlauer, Edward and Ruth. What Is a Community? Los Angeles: Elk Grove Press, Inc., 1967.
- Excellent material on city relationship to local government. Primary level.
- 973 Teuban, Gabriel H. and Meshover Leonard. How Documents Preserve Freedom. New York: Putnam, 1960.
- 347.9 Rosenfield, Bernard. Let's Go to the Supreme Court. New York: Putnam, 1960.
- The workings of the Court, a "tour" approach, good. No specific cases. Primary level.
- 973.3 Ross, George Edward. Know Your Declaration of Independence and the 56 Signers. Chicago: Rand McNally, 1963.
- How the declaration came to be written, eventful days of 1776, and the men who signed the Declaration.
- 353 . Know Your Government. Chicago: Rand McNally, 1959.
- Civics for intermediate grades. Structure of government. Good.

Scrip-to-graph (pamphlets)

Why Vote?

Easy reading, would make good oral report.

What Everyone Should Know About Congress and How Laws Are Made.*

What Everyone Should Know About the Constitution..*

What Everyone Should Know About Laws.*

*(Sample textbook collection, Professional Library.)

301.15

Sechrest, Elizabeth Hough and Woolsey, Janette. It's Time for Brotherhood. Philadelphia: Macrae Smith Company, 1962.

Stories of individuals who help others, social workers, medical workers. Racial understanding. For good readers.

341.13

Shippen, Katherine. The Pool of knowledge. New York: Harper and Row, 1954.

U.N. and development of underdeveloped countries. How humans share knowledge. Intermediate level.

917.53

Smith, Irene. Washington, D.C. Chicago: Rand McNally and Company, 1964.

"Cities of the World" Series. Washington not only as a historical site but as a seat of government. Urban planning and related problems. Good; high reading level.

323.3

Stanch, Muriel and Johnson, Barbara. How People Live in the Big City. Benefic Press, 1964.

Good material but simple.

363.2

Torbert, Floyd James. Policemen the World Over. New York: Hastings House, 1965.

Interesting but not too helpful.

Working on a Government Service the World Over. New York: Hastings House, 1965.

Series to show development of important civil groups.

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- PR(1) Turner, Mina. U.S. Means Us. New York: Houghton-Mufflin, 1947.
- Simple description of election process in the United States.
- U.S. Government Printing Office, Document E21. Our American Government: What Is It? How Does it Function? 300 question-and-answers (Junior High, San Diego City Schools Library.)
- 321.8 Wagner, Ruth H. Put Democracy to Work. New York: Abelard, 1961.
- How democratic principles work in everyday life; democracy as a form of living. For good sixth-grade readers. A little dated.
- 353 Weaver, Warren Jr. Making Our Government Work. New York: Coward-McCann, 1964.
- Citizen participation in government. Good.
- 352 Williams, Barbara. I Know a Mayor. New York: Putnam, 1967.
- Primary level but good material on job of a mayor.
- 323.4 Witty, Paul. True Book of Freedom and the U.S. Family. Chicago: Children's Press, 1956.
- How the United States developed; democratic principles. Very simple.
- 352 Wolfe, Louiss. Let's Go to a City Hall. New York: Putnam, 1958.
- Excellent material on the structure of local government. Author uses the "go and see" approach. Primary reading level; the material is advanced.

Readers

The books listed here are available in the San Diego City Schools Library.

Brown, Virginia, Phillip, Billie, and Jaffe, Lisa. Who Cares? Skyline Series Book 6, New York: Webster Division; McGraw-Hill, Company.

Negro boy learning to defend himself for breaking windows.
Conflict resolution. Primary or low intermediate.

_____. Hidden Lookout. Book 6

Negro boy and turtle.

_____. Watch Out for Book A.

Problem-solving.

McClellan, Jack, Millard Black, and Elsie Black. "Citizens All Series," Grade 4. Boston: Houghton-Mifflin, 1967.

City life, integration, courts, schools, poverty;
citizen participates in government; very good.

McClellan, Jack, and Millard Black. What a Highway. Boston: Houghton Mifflin, 1967. "Citizens All Series." Grade 3.

City building, integration, problem-solving.

McClellan, Black, and Norris. A Blind Man Can. Boston: Houghton Mifflin. "Citizens All Series." Grade 6.

Boy Scouts solving problems, integration.

Sounds of a Distant Drum.

Civics assembly program: "Our Country 'Tis of Thee."

Biographies

921 Bernard, Jacqueline. Journey Toward Freedom. New York: W. W. Norton, Inc., 1967.

Negro woman fighting slavery.

920 Commager, Henry Steele. Crusades for Freedom. Garden City: Doubleday and Company, Inc., 1962.

Tom Paine to Nansen; Donungo Sarsunto to Eleanor Roosevelt

Dobler, Lavensia and Toppen, Edgar A., Pioneers and Patriots: The Lives of Six Negroes of the Revolution Era. Garden City: Doubleday and Company, Inc., 1965.

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- 920 Doury, Esther M. Under the New Roof: Five Patriots of a Young Republic. Chicago: Rand McNally, 1965.
- 920 Hughes, Langston. Famous Negro Heroes of America. New York: Head and Company, 1965.
- 920 Kennedy, John F. Profiles in Courage. New York: Harper and Row. Young Readers Memorial Edition.
- 921 Sterling, Dorothy. Captain of the Planter. Garden City: Doubleday and Company, 1958.
- Robert Small, Negro fighter for freedom in government during the Reconstruction period.
- 921 _____, Freedom Train. Garden City. Doubleday and Company.
- Harriet Tubman.
- 920 Sterling, Dorothy and Quarles, B., Let Every Voice. Garden City: Doubleday and Company, 1965.
- The lives of DuBois, Terrill, Washington, and Johnson.
- 920 Stratton, Madeline Robinson. Negroes Who Helped Build America. Ginn and Company, 1965.
- Collection of stories. One section concerns politicians and statesmen, and another concerns abolitionists and spokesmen for civil rights.

Fiction

- Carlson, Natalie. The Empty Schoolhouse. New York: Harper and Row, 1965. Desegregation story.
- Low intermediate reading level.

Clymer, Eleanor. The Big Pile of Dirt. New York: Holt, Rinehart, and Winston, 1968.

City children work with neighbors to make a vacant lot into a play place. Excellent conflict resolution, citizen participation.

Cole, Robert. Dead End School. Boston: Little, Brown and Company, 1968.

School desegregation in fiction. Good. Primary reading level. Rockwell illustrations.

Hill, Elizabeth S. Evan's Corner. New York: Holt, Rinehart, and Winston, 1967.

City Negro boy learns how to earn money, makes his own way, needs space. City living. Primary age child, readable by intermediate level.

Niles, Naska. Mississippi Possum. Boston: Little Brown, 1965.

Negro family and possum. Forest fire in the community and government efforts to save area. Low intermediate level. Beautiful illustrations.

Shetwell, Louisa R. Roosevelt Grady. Cleveland: World Publishers, 1963.

Negro boy, farm workers, migrants. Intermediate.

Stolz, Mary. The Noonday Friends. New York: Harper and Row, 1965.

City life, friendship of girl living in poor circumstances and another girl. Intermediate.

APPENDIX IV
AUDIO-VISUAL MATERIALS

AUDIO-VISUAL MATERIALS

The listing of instructional media presented in this section of the guide is by no means complete. The materials listed in this section have been tested and found acceptable for the grade levels suggested for this unit. This section deals primarily with films. At the time this section was written, it was found that the amount of material available, especially soundstrips and study prints, was so great that each teacher should choose these materials for his individual class from the Audio-Visual Materials Catalog, 1972-73, (the most up-to-date edition). In selecting materials from this, care should be exercised to choose only those materials appropriate to the maturity level appropriate to upper elementary grades and materials appropriate to junior high grades (or higher). In some cases, both lists reference the same material where this seems appropriate.

Films:

<u>Title and Description</u>	<u>Length</u>
America's Foundation of Liberty Film describes important building blocks for freedom.	11 min.
Bill of Rights in Action: Freedom of Speech Film shows an actual trial and provides opportunity to explore the complexities of one of our constitutional rights.	21 min.
Bill of Rights in Action: Story of a Trial Follows two young men, accused of a misdemeanor offense, from their arrest through their trial.	22 min.
Clubhouse Boat Role-playing introduction. A boy is torn between parental and peer groups demands.	19 min.
Day of Thanksgiving Shows how a typical American family uses Thanksgiving as an occasion to add up all the freedoms and privileges they enjoy under democracy.	13 min.
Game Open-ended film, lead-in to guided discussion and/or role playing. Presents a situation in which a batter insists on four strikes or he will go home. "What Should I Do Series," Walt Disney.	6 min.

Great Rights	14 min.
Dramatizes complacency of American citizens regarding constitutional rights.	
Goof	18 min.
Story of lonely and unhappy boy whose desperate efforts to gain attention make him unpopular. Possible role-playing introduction.	
How to Make a Mistake	11 min.
Helps students understand why they make mistakes and how they can learn from these mistakes.	
Interrogation and Counsel	22 min.
Presents thought-provoking and conflicting situations that confront government enforcement of laws.	
Lemonade Stand: What's Fair?	14 min.
Open-ended discussion and role-playing episode dealing with free enterprise.	
Living Constitution	17 min.
Records the making of the Constitution and the Bill of Rights	
Paper Drive	15 min.
Introduction to role playing. Teacher discovers children cheating during a paper drive. What should teacher do?	
People	11 min.
Shows how people are alike and how they are different. Emphasizes the similarities despite age and race. Good for use with <u>Conflict</u> , <u>Politics</u> , and <u>Freedom</u> .	

Plain White Envelope

20 min.

Student accidentally picks up envelope containing words to be used in a school spelling competition. Role playing or discussion dealing with the conflict between honesty and desire to win at all costs would be the suggested use for this film.

Search and Privacy

22 min.

Presents the conflict between efficient law enforcement and the right of the individual to be free from unreasonable searches and invasion of privacy.

Speech and Protest

22 min.

Presents students with a chance to analyze some of the problems surrounding the conflict between law enforcement, the right of the individual to be free from unreasonable searches, and invasion of privacy.

Tom Schuler - Cobbler, Statesman

29 min.

Animated film built around the experiences of a fictional immigrant shoemaker.

Filmstrips: Materials For Upper Elementary Grades

- Fs 323.4 Bill of Rights, Copy B
- Fs 323.4 Bill of Rights and Other Amendments
- Fs 323.4 Fight to Get Trial by Jury
- Fs 323.4 Freedom, Part I
- Fs 323.4 Freedom, Part II
- Fs 323.4 How a Juror Is Chosen
- Fs 323.4 Laws That Protect People from People
- Fs 323.4 Our Heritage of Freedom
- Fs 323.4 What Happens When an Arrest Is Made
- Fs 323.65 Good Citizenship

Fs 323.65 Making Democracy Work
Fs 323.65 You and Self-government
Fs 323.65 First Amendment
Fs 323.65 Sixth Amendment
Fs 347.91 Trial by Jury

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Records

Standard School Broadcast Records, 1970-71, are helpful in aiding the class to better understand their country's history. (Available in the school.)

Soundstrip

"Visit to the San Diego Court House." Use as preparation for tour of our San Diego County Court House. Decentralized.

"Visit to San Diego's Police Department." Use as an introduction to the duties and services provided to the community by its police department. Decentralized.